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ABSTRACT

The original plans for the Follow Through (FT) program were to provide a program extending the Head Start community action model to the public schools which would serve all disadvantaged children. Because of the small budget allocation authorized by the Congress, the United States Office of Education reformulated FT as an experimental program of "planned variation" that was to introduce systematically a variety of educational approaches into kindergarten through third grade. The experiment was to determine the relative efficacy of each approach. Presently, FT is in a period of transition as it clarifies its future focus. This study consists of a search for potential new approaches and an assessment of the readiness of these approaches to be implemented within the FT program. This first part of a two-part report contains the methods used in identifying essential program characteristics, the characteristics themselves, the methods used to identify potential new sponsors, a summary of the potential sponsor's approaches, and a global assessment of their readiness for implementation. (Author/MK)

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AAI Report #79-155

A Search for Potential New Follow Through Approaches
PART A: Characteristics Essential for Implementation within Follow Through

by

Elizabeth C. Proper
Robert G. St.Pierre

December, 1979

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PREFACE*

This report presents work performed by Abt Associates Inc. to aid the U.S. Office of Education in making future plans for the Follow Through (FT) program. Our work has included developing a list of program characteristics believed to be essential to the implementation of an educational approach** within the FT program, identifying and describing a new set of already existing approaches that are sponsored by individuals or groups who would be interested in implementing their approaches in FT, and estimating those approaches' readiness for implementation within FT.

This report is divided into two parts. Part A contains a discussion of the procedures used to develop the list of essential program characteristics, the characteristics themselves, the methods used to identify potential new sponsors, a summary of the potential sponsor's approaches, and a global assessment of their readiness for implementation. Part B presents detailed descriptions for each of the 18 candidate approaches.

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**The educational programs implemented by the current FT sponsors are called "models." Because the word model may connote the concept of stasis, and because most educational endeavors are not static, the word "approach" has been chosen for this report to refer to the educational programs of both the current and the potential new sponsors.

CHAPTER 1

Background

1.0 Introduction

Follow Through (FT) was proposed by President Johnson in his 1967 State of the Union message as a program to follow through on the gains made by disadvantaged children in Head Start. According to the original plans developed in a memorandum of understanding between the Office of Economic Opportunity (OEO) and the U.S. Office of Education (USOE), FT was to extend the Head Start community action model into the public schools and serve all disadvantaged children.

When Congress authorized a budget only one-eighth the size requested by President Johnson, USOE reformulated FT as an experimental program of "planned variation" that was to introduce systematically a variety of educational approaches into kindergarten through third grade. These approaches were to be developed by educational specialists, each of whom would sponsor a different educational approach in a group of school districts. The objective of the experiment was to determine the relative efficacy of each educational approach--to find out which approaches "work best."

Potential sponsors were identified by USOE during early planning meetings and invited to submit proposals to serve as FT sponsors. School districts in which to implement the educational approaches were selected from nominations made by state, school, and OEO officials. Some districts became affiliated with their first choice of sponsor; others, because of the need to distribute districts among sponsors, affiliated with their second or third choice. Still other districts chose to become self-sponsored; i.e., to develop their own educational approaches.

In addition to the experimental education component, FT projects were mandated to include community and parent participation, medical and dental service, nutritional programs, social service programs, and guidance and psychological services. These additional components were not subject to planned variation or evaluation.

When the national evaluation of FT's education component (Stebbins et al., 1977) found no approach to be successful in all of its districts, an argument was advanced that FT be discontinued. Such an interpretation is based on the notion that FT is a one-time research effort and does not take into account the fact that FT is a program of educational and comprehensive services whose major objective has been to improve through research the quality of educational practice for disadvantaged children. The national FT evaluation was part of that research program.

Such confusion over the purpose of FT is not new. As Haney (1977) has pointed out, at least four different conceptions of FT have been held over the years. First, some have seen FT as a service program that provides disadvantaged children with a range of educational, medical, dental, nutritional, and social psychological services. Others have looked at FT's mandated parent and community involvement components and have viewed FT as primarily a social action program. Still others have considered FT to be a planned variation experiment to test the efficacy of alternative educational approaches. Finally, FT has been seen as a program for developing and refining educational approaches; that is, a research and development program.

Presently, FT is in a period of transition as it clarifies its future focus. As part of future research activities, USOE is considering the possibility of including new approaches to the education of disadvantaged children. Through the present study, Abt Associates Inc. (AAI) has participated in a search for potential new approaches and an assessment of the readiness of those approaches to be implemented within the FT program.

The remainder of this chapter discusses our initial criteria for selection of potential new approaches and the tasks within our study. Chapter 2 presents a model of the implementation process in FT and a framework for assessing readiness for implementation, discusses the methods used to define essential program characteristics, and presents our methods for identifying potential new approaches and assessing their readiness for implementation. Chapter 3 discusses the characteristics the study found to be critical for successful implementation within FT. Chapter 4 describes selected characteristics of the 58 potential sponsors that applied for consideration in our study, and contains a discussion of the 18 approaches that we examined in detail.

1.1 Criteria for Selecting New Approaches

The design of the initial FT planned variation study in the late 1960s did not consider explicitly the variety of problems that can arise in the process of implementing externally developed educational approaches in public school systems. Many who were involved during those early years had never before attempted such an endeavor and had to learn by trial and error. For example, the research design of the planned variation experiment provided for a single start-up year for the installation of each approach at each grade level within a school district prior to the initiation of data collection at the kindergarten level. The design then assumed that the approach being studied would remain static across the life of the experiment. Furthermore, one of the assumptions of the design was that all sponsors could meet these requirements, regardless of the nature, scope, or degree of development of their approaches.

In the course of the experiment, it became clear that many such assumptions made by the early FT planners about implementation were invalid (Stebbins et al., 1977). This, coupled with the findings of research on other federal efforts (e.g. Berman and McLaughlin, 1975; Fullan and Pomfret, 1977), has led to USOE's concern in the present study with identifying characteristics that appear to be essential to the successful implementation of an approach within the FT context, and with assessing the readiness of potential new approaches prior to their implementation in FT.

In our search for potential new approaches, USOE requested that we take the general perspective that FT is a comprehensive program designed to improve through research the quality of the educational process for disadvantaged children. Furthermore, they requested that we restrict our search to sponsors with approaches that met the following criteria:*

- an operational approach with a focus on the education of children, preferably in at least one of the grades from kindergarten through third grade;
- some experience in implementing the approach;
- a willingness to modify the approach so that it conforms to FT regulations;

---

*In general, these criteria were set based on USOE's desire to avoid the high development costs incurred by many of the current FT sponsors. The intent of the present project was to search for sponsors with "well-developed" approaches.

- a willingness to implement the approach in new districts; and
- an ability to specify clearly the approach goals and objectives.

Using these criteria for selecting approaches, we have been concerned with whether or not an approach can be put in place and maintained, not with the effectiveness of the approach in improving student outcomes. Requiring proven program effectiveness as a criterion would have greatly narrowed the scope of our search, and might have precluded consideration of several promising approaches.

1.2 Study Tasks

Specific tasks of our study have included: (1) a review of FT and other implementation literature to identify characteristics that appear to be essential to implementation of an educational approach in FT; (2) discussions with current FT sponsor and district personnel to learn about their views of essential characteristics and their insights into problems involved in implementing educational approaches in FT; (3) a search for potential new approaches through discussions with USOE and the staffs of other federal education agencies, and a letter to heads of departments of education and home economics at universities throughout the United States; (4) the selection of 18 potential new approaches that might be appropriate for implementation in FT; and (5) an assessment of the readiness of those approaches for implementation based on study of their literature and interviews with their key staff.

CHAPTER 2

Implementation and Readiness for Implementation in FT

2.0 Introduction

The implementation of federally sponsored programs within local education agencies is a complex and lengthy process. Our focus in this study is on a part of that process, readiness of an educational approach for implementation. Figure 1 presents a model of the FT implementation process, which consists of four basic components:

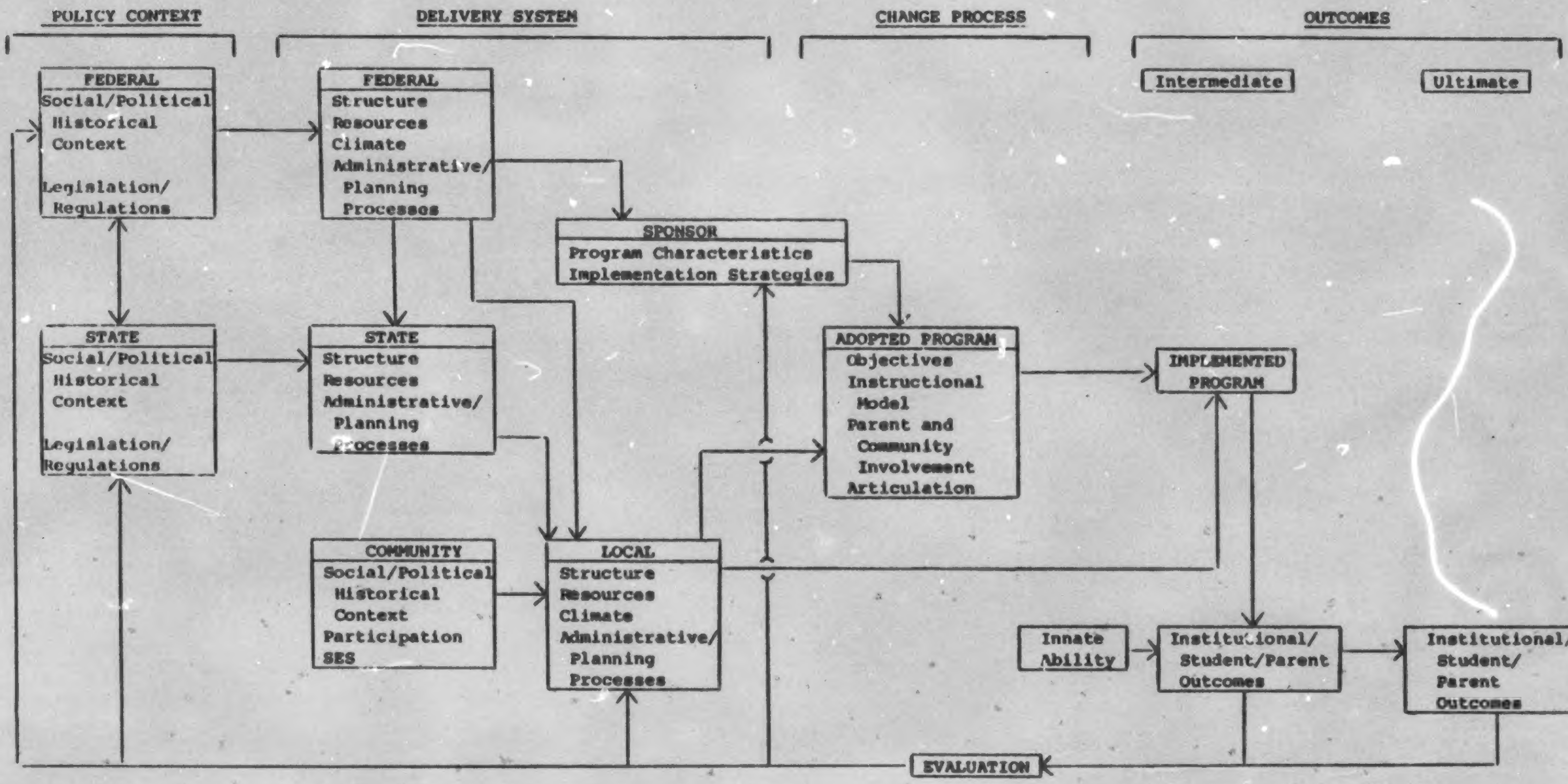
- the policy context,
- the delivery system,
- the change process, and
- outcomes.

Within the policy context, various social, political, and historical factors result in enabling legislation, which leads to preliminary regulations and the development of an administrative program delivery structure at the federal level. States play a variety of roles in this process, depending upon the specific federal program. In the case of FT, the federal delivery system works through (makes grants to) both external sponsors and local educational agencies. Through the change process, the educational approach adopted in a given district results from the FT sponsor's negotiation with the local administration.

In addition to an educational approach, the FT sponsor brings to the change process a set of implementation strategies through which the sponsor interacts with local staff to implement the formally adopted educational approach. Our model posits that the educational approach as actually implemented differs from the educational approach adopted, primarily because of real-world interactions between the FT sponsor and local staff. The model further postulates that the educational approach as implemented is an intermediate outcome that leads to other intermediate outcomes (i.e., institutional, parent, and student). The ultimate outcomes presented in the model are those institutional, parent, and student outcomes that occur after federal funding ceases. Since FT federal funding has been continuous (except in a limited

Figure 1

Model of the Implementation Process in Follow Through


POLICY CONTEXT
DELIVERY SYSTEM
CHANGE PROCESS
OUTCOMES
Intermediate
Ultimate
FEDERAL
Social/Political Historical Context
Legislation/ Regulations
FEDERAL
Structure
Resources
Climate
Administrative/ Planning Processes
SPONSOR
Program Characteristics
Implementation Strategies
STATE
Social/Political Historical Context
Legislation/ Regulations
STATE
Structure
Resources
Administrative/ Planning Processes
ADOPTED PROGRAM
Objectives
Instructional Model
Parent and Community Involvement
Articulation
IMPLEMENTED PROGRAM
COMMUNITY
Social/Political Historical Context
Participation
SES
LOCAL
Structure
Resources
Climate
Administrative/ Planning Processes
Innate Ability
Institutional/ Student/Parent Outcomes
Institutional/ Student/ Parent Outcomes
EVALUATION

number of cases) at the sponsor and district level, this stage has not yet been reached.

As the educational approach is implemented, evaluation provides information to decision makers so that mid-course corrections may be made. Initial formative information is used by local staff and the FT sponsor to modify approach characteristics and implementation strategies. Data are provided to USOE for monitoring purposes and to Congress for policy modifications.

Embedded in this lengthy process, the present study is concerned with a potential sponsor's proposed educational approach and implementation strategies, the sponsor's interactions with USOE and willingness to meet USOE requirements, and the sponsor's proposed methods of interaction with the local education agency. The study focuses on crucial components of the implementation process and the sponsor's readiness to implement her/his educational approach in a variety of settings under a set of unforeseeable circumstances.

2.1 A Review of Literature Describing Elements that Constitute a FT Approach

The model of implementation in FT presented above defines a FT approach only vaguely--in terms of program characteristics and implementation strategies. In order to assess the readiness of potential new sponsors to implement their approaches in FT, we must be much more specific about what is meant by a FT "approach." Several sources of information prepared at the federal level are useful in specifying the important elements of an approach. These include the FT Regulations (USOE, June 1977) and some recent requests for proposals issued by USOE.

The FT Regulations list the following activities and criteria for funding a FT sponsor:

- implementation of classroom instructional techniques and approaches;
- implementation of methods for enlisting and utilizing parents in the educational process;
- implementation of methods for enlisting and utilizing other members of the community in the educational process;
- development and application of methods for evaluation and use and dissemination of information from such evaluations;
- development of techniques for, and provision of, specialized training for teachers and others;

- clear statement of sponsor objectives;
- clear delineation of strategies for achieving objectives in at least the following areas:
  - -- administration,
  - -- field services and training,
  - -- development of previously used or unpublished materials, and
  - -- evaluation;
- parent involvement;
- provision of training for:
  - -- administrators,
  - -- teachers,
  - -- teacher aides and other paraprofessionals,
  - -- parents, and
  - -- others;
- evaluation;
- management, including:
  - -- staffing patterns and percentage of time allocated,
  - -- qualifications of key personnel; and
- monitoring of implementation of the approach.

These criteria were written for the continuation of approaches already being sponsored within FT. Two other documents written by USOE within the past year also identify characteristics required of educational approaches in FT. The request for proposals that initiated this study (USOE, 1978a) included the following general descriptors of approaches that might be newly implemented in FT:

- instructional objectives and materials;
- procedures for teaching children;
- management features;
- organizational features;
- personnel training; and
- parental involvement.

In 1978, USOE also requested proposals from groups with educational approaches that might be implemented in 1980-81. That request (USOE, 1978b) identified the following as topics to be addressed in the description of an operationalized approach:

- nature of teacher/child interactions;
- classroom management techniques;

- instructional materials;
- nature of desired parental involvement;
- role of educational specialists;
- allocation of school time to model objectives;
- special requirements of educational administrators; and
- fairly common educational practices that would be forbidden.

The lists given in the two requests for proposals are similar to each other, and their elements overlap those in the Regulations for current FT sponsors. Such lists of discrete elements are of limited utility, however, unless the elements can be sorted into substantively meaningful categories. For example, "staffing patterns" and "classroom management techniques" might be called descriptors of the organizational structure that a sponsor requires of a district implementing her/his approach; and "classroom instructional techniques and approaches" and "methods for enlisting and utilizing parents in the educational process" might be descriptors of roles or behaviors required by a sponsor. The following section proposes a framework that accomplishes this task.

2.2 A Framework for Assessing Readiness for Implementation in FT

Our main concern in developing a system of categories for the discrete elements that constitute a FT approach is that the categories should focus primarily on characteristics of an educational approach over which sponsors have control, rather than characteristics controlled by USOE, a district, or no one. Characteristics controlled by these latter groups are important to consider and we have done so in our work. However, they do not play a key part in assessing readiness for implementation at the sponsor level. For this purpose, it makes sense to concentrate on sponsor-controlled elements. Furthermore, in order that our work might contribute to the literature pertaining to the implementation of FT and other educational programs, we seek to work within or to modify an existing categorization scheme rather than to create a new one.

A growing body of literature has examined factors that influence implementation, both within FT and in other educational programs. Different authors have defined and organized these factors in a variety of ways. For example, Beers (1976) identifies the following as components that played important roles in the implementation of FT programs: parent participation, sponsorship, planned variation, research and development, and trust and cooperation. While sponsors work with and control individual elements within these macro-level variables, Beers' framework is more useful to the federal policy maker concerned with defining programs than to the person who wishes to assess an approach's readiness for implementation or to a sponsor attempting to make her/his approach ready for implementation.

Rayder and Barnes (1977) provide a different framework. They differentiate among nine variable sets: environmental, logistical, political/legal, financial, other programs, evaluation, support, sponsor/FT/site compatibility, and staff/personnel. This framework includes within each variable set factors that are controllable by the site, the sponsor, and USOE, as well as factors over which none of these groups has control. For example, under environment Rayder and Barnes speak of such diverse factors as undernourished children, safety conditions within school buildings, economic and social/cultural criteria used in hiring staff, the distance between FT schools, and the effects of a hurricane.

In their study of federal programs supporting change (not including FT), Berman and McLaughlin (1975) examined the influence on implementation of project characteristics (treatment, resource level, substance and scope of change, implementation strategy), institutional setting (organizational climate and characteristics of principal actors), and federal policies. Because Berman and McLaughlin were not studying externally sponsored programs, we did not expect them to differentiate among the factors over which sponsors, districts, and USOE had control. However, their framework begins to approach such a differentiation.

In a review of implementation literature, Fullan and Pomfret (1977) discuss characteristics of the innovation, strategies for implementation, characteristics of the implementing unit, and macro socio-political factors. While this framework is similar to that of Berman and McLaughlin, it comes closer to identifying factors controllable by USOE, sponsors, and districts. For example, it is possible that sponsor- and district-controllable factors could be defined within Berman and McLaughlin's "institutional setting," but Fullan and Pomfret clearly break out district-related issues in their "characteristics of the implementing unit." Because our major concern is with the identification of factors that are controllable by sponsors, we are primarily interested in the first two of Fullan and Pomfret's categories: characteristics of the innovation, and strategies for implementation. Within "characteristics of the innovation," Fullan and Pomfret discuss subject matter and materials, organizational structure, role/behavior, knowledge and understanding, and value internalization. Within "implementation strategies," they discuss training, resource support, feedback mechanisms, and participation in decision making.

We are concerned, secondarily, with the latter two of Fullan and Pomfret's categories: "characteristics of the implementing unit" and "macro socio-political factors." Factors in these categories cannot be directly controlled by a sponsor and hence are not seen as forming part of the sponsor's approach. However, a sponsor does exert considerable influence in its dealings with local districts and with USOE. These influences are shown in our model of implementation in FT (see Figure 1), and a consideration of them plays an important part in our study, although it does not directly impinge on the concept of readiness for implementation.

Weikart and Banet (1976) provide a FT sponsor's perception of factors that influence implementation and over which a sponsor has control: the curriculum, the system to deliver it, the training procedures necessary for the program's implementation, the staff model to be used, and quality control methods to assure the success of field implementation. There is substantial overlap between the categories found in Weikart and Banet and those in Fullan and Pomfret. Furthermore, there is extensive correspondence between the discrete elements found in the regulations and the 1978 FT requests for proposals and these two frameworks. Because of these correspondences, we have chosen a framework for assessing readiness for implementation that builds on both the Weikart and Banet and the Fullan and Pomfret frameworks; consists of elements over which sponsors have some degree of control; and is consistent with our model of implementation in FT. The framework consists of the following elements:

- Program Characteristics
  - curriculum and materials
  - organizational structure
  - role/behavior
  - knowledge and understanding
  - specification and evaluability of objectives
- Implementation Strategies
  - USOE/sponsor/district relationships
  - training
  - evaluation

2.2.1 Definition of Program Characteristics

Program characteristics are broken into five groups: curriculum and materials, organizational structure, role/behavior, knowledge and understanding, and specification and evaluability of objectives. This grouping reflects our view of the program as consisting of substance to be taught (curriculum and materials), an organizational framework within which the teaching occurs (organizational structure), methods of teaching (role/ behavior), and an understanding of the rationale behind those methods (knowledge and understanding). Furthermore, because FT is, at least in part, a research effort, we have broken out specification and evaluability of objectives as a separate group. In Figure 2 we demonstrate the correspondence between these categories and the information presented in the FT literature discussed above.

Curriculum and Materials

Under the heading of curriculum and materials, we are concerned with the curriculum content, the media (written, vocal, visual) proposed for transmitting that content, and the presentation order of the content for each subject area included within the potential approach.

Although the FT Regulations do not specify any set curriculum or materials to be covered by a sponsor, with few exceptions, all current sponsors minimally provide for the child's academic program in reading, language arts and arithmetic, and some sponsors have developed programs for the child's entire school day. Therefore, in our search for potential new approaches, we required that the approach minimally provide a comprehensive instructional program in reading, language arts, and arithmetic. This precluded consideration of many federally-funded programs (e.g., most Title I programs) that concentrate on a single subject (e.g., reading or arithmetic) or that are designed to be supplemental in that subject rather than to be a comprehensive replacement.

Organizational Structure

Under organizational structure, we are concerned with identifying the physical, temporal, and staffing arrangements that sponsors have included in their approaches.

The FT legislation and Regulations mandate only a few organizational characteristics. The sponsor is responsible for working with the district to implement an educational approach beginning in either kindergarten or first grade (the first year of public school) and continuing through third grade. The sponsor is also responsible for designing and helping districts to implement a parent component that involves parents in the education of their children. Beyond these few essentials, sponsors have extensive freedom to develop their own organizational structures. Each approach must define its own methods of classroom organization and instructional staffing patterns.

Role/Behavior

By "role/behavior" we mean the roles, behaviors, and role relationships that sponsors advocate as most appropriate for the administrative and instructional staff and for parents and other community members.

The FT Regulations require sponsors to define the roles and behaviors expected of the instructional staff, parents, and other community members who will be involved in the instructional process. These definitions may require changes in the roles and behaviors of individuals, such as having the teacher move around the room rather than sit at her desk. They may also involve developing new patterns of role relationships, such as changing the pattern of pupil/teacher interaction during a question-and-answer portion of instruction. Most of the current sponsors place major emphasis on assisting instructional staff to develop new roles, behaviors, and role relationships.

Knowledge and Understanding

This topic concerns the degree to which the sponsor expects that those who are involved in implementing the approach need to know and understand the philosophy, values, and assumptions underlying the approach, as well as the approach's objectives, subject matter, behaviors, and implementation strategies.

Fullan and Pomfret include knowledge and understanding as a discrete component. Although the FT Regulations and other FT-related literature we reviewed did not set these topics apart from other descriptors, discussions with FT sponsor and district personnel led us to believe that different types of knowledge and understanding are required for the various types of approaches. For example, an approach that clearly defines most teacher and student activity may minimally require that a teacher learn a number of specific teaching strategies and behaviors. In this case, proper implementation may not require that the teacher develop an in-depth understanding of the approach. Conversely, an approach that places major emphasis on having the teacher modify patterns of

Figure 2

Map of Program Descriptors in Various Literature Sources on Program Characteristics and Implementation Strategies in the Framework for Assessing Readiness for Implementation

	FRAMEWORK COMPONENT	LITERATURE SOURCE	
		Fullan and Pomfret*	Weikart and Banet
PROGRAM CHARACTERISTICS	Curriculum and Materials	- subject matter and materials	- the curriculum
	Organizational Structure	- organizational structure	- the staff model to be used - the system to deliver the curriculum
	Role/Behavior	- role/behavior	- the system to deliver the curriculum
	Knowledge and Understanding	- knowledge and understanding	
	Specification and Evaluability of Objectives		
IMPLEMENTATION STRATEGIES	USOE/Sponsor/Distict Relationships		
	Training	- training	- training procedures necessary to the program's implementation
	Evaluation	- feedback mechanisms	- quality control mechanisms to assure successful field implementation

*Fullan and Pomfret's concepts of value internalization and participation in decision-making are excluded since the former is not controllable by sponsors and the latter crosscuts all components of our organizing framework.

	LITERATURE SOURCE		
	FT Regulations	RFP OE-78-101	RFP OE-78-106
	- strategies for development of previously used or unpublished materials	- instructional materials	- instructional materials
	- staffing patterns and percent of time allocated - qualifications of key personnel	- classroom management techniques - allocation of school time to model objectives	- elements of management and organization
	- classroom instructional techniques and approaches - methods for enlisting and utilizing parents in the educational process - methods for enlisting and utilizing other members of the community in the educational process	- classroom management techniques - nature of teacher/child interactions - nature of desired parent involvement - role of educational specialists	- procedures for teaching children - provisions for parental involvement
	- clear statement of objectives		- instructional objectives
		- special requirements on educational administrators - fairly common educational practices which would be forbidden	- elements of management
	- strategies for achieving training objectives - development of techniques for and provision of specialized training for teachers and others - prevision of training for administrators, teachers, teacher aides and other paraprofessionals, parents, and others - strategies for field service		- procedures for personnel training
	- monitoring implementation of the model - strategies for evaluation - evaluation - development and application of methods for evalu evaluation and use and dissemination of information from such evaluation		

action and interaction may not require that the teacher learn a great many specific behaviors, but rather that s/he develop an extensive understanding of the principles underlying the approach.

Specificity and Evaluability of Objectives

Under specificity and evaluability of objectives, we are concerned with identifying each approach's major objectives and the methods the sponsor has developed to measure them. We are also concerned with helping both the potential sponsor and USOE identify major program objectives and areas of programmatic endeavor that may go unevaluated because they are not amenable to current measurement strategies.

2.2.2 Definition of Implementation Strategies

The implementation strategies listed earlier are divided into three groups: USOE/sponsor/district relationships, training, and evaluation. This grouping reflects our view that the interactions among all three parties (USOE, sponsor, district) are crucial, that district personnel must be introduced to and trained in the educational approach, and that the sponsor needs evaluative feedback in order to adapt the approach to local needs.

USOE/Sponsor/District Relationships

Discussions with sponsor, district, and USOE staff persuaded us that the nature of the relationships among the three parties has been crucial to the successful implementation of an educational approach in FT, that sponsors have some control over at least the sponsor/district and sponsor/USOE portions of the three-party relationship, and that the concept of relationship needs to be included in our review of potential new approaches.

The concept of ongoing external sponsorship differentiates FT from most other federally funded programs. While many districts use external consultants to help them develop and/or conduct special programs, the consultant's major purpose is to assist the district in developing and conducting an individual program. Within FT, on the other hand, sponsors and their educational approaches are identified by USOE because of the program's objective of introducing each approach into a number of districts. FT sponsorship is viewed as a process involving the interaction of both sponsor and district staff in the refinement and adaptation of the sponsor's approach to the district's specific and ongoing needs. These ongoing activities require that the sponsor, USOE, and the district develop excellent working relationships from the very beginning.

Training

Under training, our second category of implementation strategy, we are concerned with the procedures and strategies that sponsors need to develop in order to train administrative and instructional staff, as well as parents and others who may participate in the program. In FT, as in so many other educational programs, ongoing training activities have been found to be critical to the successful, continuous implementation of the program.

Evaluation

Evaluation is the third category of implementation strategy and includes both formative and summative evaluation. Because FT involves the implementation of an externally developed educational approach, the feedback mechanisms developed as part of formative evaluation are especially critical to the process of adapting an approach to a district's individual needs. In reviewing potential new approaches, we are especially concerned with ascertaining the types of feedback mechanisms sponsors have developed or plan to develop.

2.3 Visits with Current Sponsor and District Representatives

With this framework for assessing readiness for implementation in mind, we held a series of meetings with current FT sponsor and district personnel in order to discuss their experiences with implementation of FT programs and to obtain their advice concerning potential new sponsors. Initial discussions with current FT sponsors took place at the 1978 annual sponsor conference in Ypsilanti, Michigan. We then held held five regional full-day meetings which included participation of representatives from 17 of the 19 current sponsor shops. Appendix A presents a list of the sponsors we met and includes a copy of the letter sent to each sponsor explaining the purpose of the meetings and suggesting topics of discussion.

The number of sponsors at each of the regional meetings ranged from one to five. Each of the multiple-sponsor meetings began with a session involving all meeting participants in a discussion of the similarities and dissimilarities in their perceptions about implementation issues. After this, small group sessions were held to ensure that all individuals would have an opportunity to express their views. At the close of the day, the entire group reconvened.

In addition to meeting with FT sponsor representatives, we also interviewed personnel from several FT districts. At the Ypsilanti conference, the current FT sponsors provided input to the development of criteria for the selection of sponsors' districts to be visited. The sponsors whose districts were selected included some with many and few districts; with low, medium and high degrees of classroom structure; with a parent focus; and one with a special population. We asked each of the six selected sponsors to recommend two of their districts, using as one criterion the availability and willingness of staff who had been actively concerned with implementation issues across the years.* In our interviews, we observed much candor and a general willingness on the part of district staff to discuss past implementation problems, as well as problems that they felt their respective sponsors had never been successful in solving.

We conducted a series of two-day visits to two districts for each of six sponsors. Appendix A identifies the six sponsors whose districts were visited. Appendix B lists the districts themselves and includes a copy of the letter we sent to the FT project coordinators at each district explaining the purpose and focus of our visit. The local FT project coordinator was asked to arrange a series of on-site meetings between Abt Associates staff and district staff subject to the following conditions: that some of the district staff should have been actively involved with FT since its inception in the district; and that the following categories of staff be included to the extent possible: district administrators, principals, teachers, staff developers, FT coordinators, and parent coordinators.

Rather than limiting our discussions with FT sponsor and district staff to the characteristics and strategies identified in the FT literature or to the more general set in our framework, we began each of our meetings by asking what components FT staff perceived to be critical to successful implementation. During the meetings, we reviewed each of the characteristics and strategies within our framework to ensure that a similar core set of topics was covered with everyone and that the discussion did not concentrate on certain issues while ignoring others. This method enabled us to cover those components that both we and our discussants perceived to be critical. After completion of the fieldwork, the responses of sponsor and district personnel were categorized according to our framework.

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*This method of district selection has, undoubtedly, led to a bias in our sample toward districts that have had at least moderate success in program implementation. This bias would be a problem if the objective of our work was to conduct a survey of district implementation problems; however, in the present study, any such bias has been outweighed by the fact that this method helped us to select districts whose staff were willing and eager to discuss implementation concerns.

The goal was not to obtain consensus on all of the topics, nor to obtain frequency counts of how widely any given mechanism was perceived to be an effective implementation technique. Rather, we hoped to gain insight as to which factors a variety of different people associated with FT have found to be necessary to the successful implementation of a FT approach. Therefore, in our discussions below, we deal with factors that many people found to be positive or negative influences on the implementation process, factors that only a few mentioned, and factors about which we found disagreement. Based on these discussions and our experience with FT, we have developed recommendations of what we believe should be required of potential new FT sponsors. These recommendations are used in Chapter 4 of this report as the basis for an assessment of the readiness of each potential sponsor's approach for implementation in FT.

2.4 Search for New Approaches

The search was specifically not focused on revisions or extensions of approaches presently supported by FT, since these persons and their work are known by USOE. Rather, we concentrated on a search for sponsors with approaches that are not currently affiliated with FT. The other general constraint placed on our search was the requirement that in order for a person or group to be considered a candidate for participation, they must meet the set of criteria presented in Chapter 1.

2.4.1 Resources for the Search

The search took two general forms. First, a general letter outlining the background and purpose of FT, the nature of our work, and an invitation to interested parties to send us materials about their educational approaches was sent to education and home economics department chairpersons at all United States colleges and universities (about 3,000 persons). A copy of the letter is included in Appendix C.

The mail search for new approaches was supplemented by in-person and telephone discussions with persons in various federal government agencies--USOE; the National Institute of Education (NIE); the Administration for Children, Youth and Families (ACYF); and the Bureau for the Education of the Handicapped (BEH). A list of the persons contacted is presented in Appendix D. In our discussions, we asked for recommendations of groups who have done exemplary work and who might be interested in becoming FT sponsors. Several of these discussions led to recommendations of specific programs currently funded by Title I of the Elementary and Secondary Education Act (ESEA), BEH, and so on. The letter sent to heads of recommended programs is almost identical to that sent to education and home economics department chairpersons and is included in Appendix E.

The following chapter is based on our discussions with personnel of current FT sponsors and districts. It addresses each area identified in our framework for assessing readiness for implementation and presents criteria that potential new sponsors should meet prior to implementing their approaches in FT.

CHAPTER 3

Essential Program Characteristics and Implementation Strategies

3.0 Introduction

This chapter summarizes the results of discussions with staff from 17 current FT sponsors and 12 current FT districts about the components necessary for successful implementation of an educational approach in FT. As indicated in Chapter 2, we addressed two general topics in our discussions with sponsor and district staff members: program *characteristics* and *strategies* necessary to implement those program characteristics. Based on the input of sponsor and district "expert witnesses," we have developed for the characteristics and strategies specific recommendations in four areas. It is convenient to think of the four areas as being defined by the intersection of sponsor-controlled vs. USOE-controlled characteristics with a time-related dimension--events that occur prior to a sponsor and district making a commitment to work together vs. events that occur during a sponsor/district orientation period. The cells of Figure 3 specify the four areas in which we make recommendations.

Figure 3

Types of Recommendations

	Pre-Orientation	Orientation
Sponsor-controlled	1) criteria that potential new sponsors must meet prior to entering into a formal agreement with a school district	2) activities that potential new sponsors should be prepared to conduct during each district's orientation period
USOE-controlled	3) activities that USOE should undertake prior to a sponsor's contact with a district	4) activities that USOE should undertake during a sponsor/district orientation period

While the recommendations we offer in each of these areas are important, our assessment of readiness for implementation will be restricted to recommendations in the first group. These recommendations pertain specifically to elements of a sponsor's approach that need to be in place prior to future, wish to fund such efforts. We recommend that USOE review these requirements, which were set for this particular study, and modify them as continued planning requires.

USOE-RELATED RECOMMENDATIONS

Pre-Orientation

- In the selection of new approaches, USOE should review the requirements imposed on potential sponsors by this study.

Curriculum Materials

Current sponsors vary as to the extent to which they recommend or require specific curriculum materials. One sponsor, for example, requires the use of specific curriculum materials as a basis for the approach's instructional program. Another sponsor, with a specific instructional approach, has developed district-specific curriculum materials that are based on the culture and language of the children in each target district. A third sponsor has a set of guidelines for the selection of curriculum materials and requires only that the materials used meet those guidelines. Still a fourth sponsor does not recommend any specific materials but, rather, uses district-selected curriculum materials. Other sponsors recommend the use of a wide range of materials and require only that more than one type of material be used.

Textbooks and curriculum materials are a substantial investment for a district and, rather than insisting that districts invest in new textbooks, some sponsors may be inclined to develop guidelines for assessing the appropriateness of the available materials. For at least one current FT sponsor, such guidelines were so restrictive that few textbooks were able to meet them, and adapting existing curricula to those guidelines was a difficult process.

While there is nothing inherent in the FT program that requires an approach to specify curriculum materials, each potential sponsor should clearly state her/his approach's stand vis-a-vis textbooks and curriculum materials. If an approach requires specific textbooks or other curriculum materials, we recommend that the sponsor review carefully the rationale for those specific materials to determine whether or not their use is negotiable. Introducing a new educational approach into an established school system is a complex and difficult process; a sponsor should not make it more difficult by willingly negotiating the use of different curriculum materials (or any other approach component) when they are intrinsic to the approach's integrity.

If specific textbooks and curriculum materials are not required, then the potential sponsor needs to state selection guidelines clearly and identify published materials that meet those guidelines. During a sponsor's orientation meetings with a district, the sponsor should review those guidelines with the district in light of the district's available materials. Following this review, sponsor and district staff should negotiate whatever revisions are required in order that the materials to be used in the district meet the requirements of the educational approach. These negotiations may involve revisions in the approach and the method of introducing that approach and/or in the district's planned purchase of textbooks, etc. Depending on the extent to which USOE's plans require a given approach to be implemented similarly across districts, it may be necessary to limit the extent to which approaches may be modified.

SPONSOR-RELATED RECOMMENDATIONS

Pre-Orientation

- Sponsors should either have their own prepared textbooks and curriculum materials or should provide guidelines for their selection.
- Sponsors who have their own prepared textbooks and materials should determine whether their use is negotiable.
- Sponsors who provide guidelines should compile a list of published materials that meet those guidelines.

Orientation

- Sponsors who have their own materials should review them in orientation sessions with district personnel.
- Sponsors who provide guidelines should review the district's current materials to determine what program or materials modifications are needed to meet the guidelines.
- Sponsors should work with district personnel to make any necessary modifications to the district's current materials.

USOE-RELATED RECOMMENDATIONS

Pre-Orientation

- USOE should define the extent of within-sponsor cross-site similarity necessitated by their research plans.

Orientation

- USOE should review any district-specific planned modifications to a sponsor's approach to assure that they do not exceed USOE-imposed limits.

Lesson Preparation

Especially during FT's early years, some sponsors whose approaches did not require specific curriculum materials expected teachers to develop or select the materials and lessons to be used in implementing the new teaching strategies. Teachers often found it difficult to learn and put into practice new ways of teaching while at the same time developing appropriate lessons and materials. We recommend that all potential sponsors have prepared lesson plans and materials available for teachers to use throughout their first year in the program.

SPONSOR-RELATED RECOMMENDATIONS

Pre-Orientation

- All sponsors, including those who do not require specific curriculum materials, should prepare sufficient lesson plans and other classroom materials for at least one academic of lessons for teachers to use while they are learning to implement new teaching behaviors.

3.1.2 Organizational Structure

Most current sponsor and district staff were concerned with a number of structural issues: number and location of districts, number and location of FT classrooms and schools within the district, modification of district regulations, and FT's classroom organization.

Number and Location of Districts

Sponsors voiced different opinions as to the number of school districts with which a sponsor could effectively work. Most thought that more than two or three were necessary in order to be cost-effective and to properly demonstrate the approach in diverse settings, but that returns diminished in at least two ways as the number of districts reached into the high teens. First, having responsibility for a large number of districts places heavy management demands on the sponsor; while sponsors need to have this expertise, the major purpose of FT sponsorship is not the demonstration of management capability. Second, the amount of research information obtained is not likely to increase proportionately when a sponsor has many districts. On the other hand, one sponsor representative assumed a service-oriented perspective and said that, as long as there were sufficient sponsor staff, any number of districts could and should be accommodated.

Regardless of the eventual number of districts, it is important for a sponsor to deal first with one or two districts in order to work through the problems of implementing the approach within FT and outside of a laboratory setting. Even if potential new sponsors have already installed their programs in a number of locations, FT is likely to present new constraints, and we recommend that any new sponsor proceed gradually, regardless of the amount of experience he or she has.

The geographic spread of districts for a sponsor did not appear to be a severe problem, although it did sometimes necessitate different allocation of sponsor resources. For example, a sponsor's district representative* may make several short visits to local districts and fewer but longer visits to geographically distant districts. Many sponsors encourage district staff to attend sessions at the sponsors' home shop, and it appears that at least some districts located at a considerable distance were as likely or more likely to send staff as were nearby districts. To some extent this may be due to the fact that those who are at a geographic distance were glad to have an opportunity to see another part of the country.

Some sponsor staff recommended that new programs be implemented regionally. That is, all their districts would lie within a prespecified geographic region near their home shop. USOE should give serious consideration to the concept of sponsor regionalization, as it would reduce scheduling difficulties for sponsor and USOE staff and would permit reallocation of scarce resources from travel costs to other, more educationally relevant areas.

USOE-RELATED RECOMMENDATIONS

Pre-Orientation

- USOE should require that sponsors add districts in a gradual pattern like the following:
  - (a) begin in one district in the first year of FT implementation;
  - (b) add one or two more districts in the second year of FT implementation; and
  - (c) work up to a minimum of five and a maximum of seven to fourteen districts in the next one to three years.
- USOE should consider the concept of regional sponsors.

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*This is a full- or part-time professional on the sponsor's staff who is assigned to work with specific districts and who, therefore, visits those districts on a periodic basis.

Number and Location of Classrooms and Schools Within District

FT may be implemented in one or several classrooms at each grade level within a school and in one or several schools within a district. Several FT district-level staff mentioned that the concentration of FT within a few schools (as opposed to spreading the same number of FT classrooms across many schools), facilitates their work. The opposite was argued by others who thought that one of the prime assets of FT is its ability to accomodate individual differences, and that the need to respect individual learning styles dictates that an alternative be available for teachers, children, or parents who might not want their children to participate in FT. While the maintenance of at least one non-FT classroom at each grade level within each FT school building would allow this to happen, many discussants strongly recommended that all K-3 classes within a given school be FT. This type of saturation increases the probability that each teacher will have a strong, mutually supportive environment. If schools are to be FT-saturated, alternative environments need to be made available in other schools.

A few FT district staff also mentioned that their work was facilitated by the geographic concentration of FT schools. This appears to be a concern primarily for rural areas, where schools can be ten to fifty miles apart. Although geographic concentration may preclude some eligible children's access to FT, FT's status as a program of limited funds precludes serving all eligible children in most districts. Thus, in order to facilitate the activities of district FT staff, we recommend that FT schools be as geographically concentrated within district as feasible.

USOE-RELATED RECOMMENDATIONS

Orientation

- USOE should encourage participating districts to commit themselves to establishing all K-3 classrooms within a given school as FT classrooms.
- USOE should encourage districts to permit both staff and children to transfer to non-FT schools.
- USOE should encourage districts to implement FT in schools with the highest degree of geographical concentration as possible.

Modification of District Regulations

Since FT is a complex program developed outside the district, an FT approach often requires formal or informal modifications in district rules, regulations, and routines. For example, FT provides extensive inservice training for its teachers. Plans for these sessions often include working out schedules with district and union representatives to obtain release time, locating acceptable substitutes and arranging for their renumeration, and working with building personnel to locate appropriate space for the sessions. The sponsor should negotiate needed modifications in district rules and regulations prior to signing an agreement with a district. Furthermore, we recommend that USOE program officers be involved in these negotiations to ensure that everyone has a common understanding.

Because FT is often one of many different federally funded educational programs within a district, the same child may be the beneficiary of more than one program. Such multiple funding can cause problems. For example, a FT child might be pulled out of the classroom for special instruction provided through other educational programs even though the FT teacher believes the child does not need that special instruction. As another example, in at least one district, the provision of ESEA Title I classroom-level services to a FT classroom means that all children in that classroom must meet Title I eligibility criteria. Children who perform within a year of their grade level on standardized achievement tests are not eligible for Title I and so must be removed from FT. Potential sponsors and USOE need to consider the implications of multiple funding for the children they serve and negotiate these concerns prior to entering into formal agreement with a district.

SPONSOR-RELATED RECOMMENDATIONS

Orientation

- Sponsors should negotiate concerns about having districts provide funds for FT children from multiple programs with district and USOE staff.

USOE-RELATED RECOMMENDATIONS

Orientation

- The USOE program officer should work with the sponsor and the district as they negotiate which district rules and regulations need to be modified in order for the approach to be implemented within the district.

Classroom Organization

Many approaches recommend or require a structural organization of the classroom that is quite different from the traditional experience of a new FT teacher. For example, the sponsor may recommend using multiple learning/activity centers, in which different areas of the classroom are devoted to particular subjects or activities. Many sponsors spoke of the need to introduce such centers one at a time so that the staff and children have time to adapt to such an environment. We recommend that potential new sponsors assess the extent to which they can introduce their innovations effectively on a gradual basis and that they be prepared to do so.

Current sponsors differ widely as to the extent to which their approaches deal with the child's school day. For example, although encouraging teachers to be consistent across all content areas, some sponsors focus their approach and provide training only in selected subject matter areas, (e.g., reading, math, and language arts), while others are concerned with all aspects of the child's school day and do not place special emphasis on specific instructional segments. The primary emphasis of still others is the parent, and major attention is placed on training parents to work with their children in school-related activities. In all of their orientation sessions, sponsors need to be explicit about how their approach fits into or changes the child's school day in order that districts may know the approach's parameters before contractual agreements are made.

SPONSOR-RELATED RECOMMENDATIONS

Pre-Orientation

- Sponsors should have a plan to phase in classroom change, rather than try to invoke immediate large-scale change.

Orientation

- Sponsors should be explicit in orientation sessions and in introductory materials as to how their approach fits into or changes the school day and how changes will be phased in.
- Sponsors should work with district staff to tailor the phase-in plan to the district's needs.

3.1.3 Role/Behavior

Most current FT approaches are concerned primarily with changing instructional strategies rather than simply introducing a new curriculum component. Sponsor and district staff interact in a number of different ways and across a wide spectrum of activities in this process. This type of endeavor calls for having a number of different people function in a wide variety of roles. Overall, sponsor staff are concerned with helping to introduce and maintain the innovation in the district, while district-level staff are concerned with implementing the innovation on a day-to-day basis. Below, we review the major types of roles that appear to be required for these purposes.

Sponsor Staff

FT sponsor staff include the sponsor, district representatives, and others, depending upon the needs of the particular approach, e.g.; in-house evaluators, curriculum developers, or data processing staff. The exact sponsor roles that need to be filled for new approaches will depend both on the nature of the approach and on the new FT regulations. For example, if the regulations mandate sponsor-initiated evaluation, an evaluator will be required.

The sponsor's representative to the district is an especially important person in the implementation of a FT approach and therefore must have credibility with many different people within the district. The district representative acts as an external change agent and, as such, should have sufficient professional stature to command the professional respect of the district's top administrative personnel and to communicate informally with these people during each district visit. District representatives must also be able to command the respect and trust of the teachers and should therefore have had teaching experience. Some sponsors especially emphasized the need for district representatives who are mature and seasoned. They refused to use graduate students who, although they might know the approach well, lacked practical experience and therefore might have had difficulty understanding a district's problems. Sponsors also tend to avoid the practice of using local consultants as district representatives; the loyalty, availability, and knowledge that a full-time district representative brings are generally not characteristic of consultants. We recommend that a sponsor's district representatives be full-time (if possible) professional persons with teaching experience. We also recommend that prior to initiating implementation, sponsors develop extensive training procedures and train their district representatives.

SPONSOR-RELATED RECOMMENDATIONS

Pre-Orientation

- Sponsors should develop a staffing plan that defines district representatives as being full-time (if possible) sponsor staff members--not consultants--and as having extensive teaching experience.
- Sponsors should prepare materials for training district representatives in all aspects of the approach and should conduct the training.

District Staff

The FT staffing pattern, both within and outside the classroom, differs to some extent across current sponsors and districts. Each district has a FT "project coordinator" or "director" whose main responsibility is to the FT program in the district. The varied and difficult tasks that must be accomplished in order to implement a FT approach require the knowledge, experience, and dedication of a local project coordinator who shares the sponsor's commitment to the program, has a working knowledge of the district, and has the professional respect of district teachers and administrators. Sponsors stressed that they should have input into the selection of this person. If the project coordinator has been a respected building principal or other district administrator within the system, the process of implementation will be greatly facilitated. If the project coordinator is to have sufficient administrative muscle, her/his position should be equal to or above that of a building principal. One suggestion was that a building principal might be the ideal FT project coordinator, but there was disagreement on this issue; most current sponsors felt that the focus of the project coordinator needed to be on FT and that a principal must focus on other primary responsibilities.

We recommend that the position of FT project coordinator be, at a minimum, at a level equal with that of building principal. Furthermore, if the project coordinator has not already been selected by the district, we recommend that the potential sponsor have input into the selection criteria.

Although the terminology varies, all sponsors have, or recommend having, a "staff developer" for every eight to ten classrooms. The primary function of the staff developer is to provide pre- and inservice training to FT teachers. Other FT district-level staff, in addition to the project coordinator and staff developers, may include curriculum coordinators, career development specialists, parent coordinators, social workers, etc., depending upon the size of the project, the particular emphases of the sponsor, and the way that comprehensive services are provided within the project. Many sponsor and district staff stressed that selection of project staff should be a joint venture of the sponsor and the district. In this regard, many stressed that only teachers who volunteer should participate in the program.

While all approaches probably require individual role changes and changes in role relationships, sponsor and district FT staff involved in different approaches often had a tendency to emphasize one or the other. For example, current approaches that focus on training teachers in instructional techniques for a limited number of subject areas tend to stress specific behavioral role changes that they expect of the district's instructional staff. Current approaches that are concerned with all aspects of the child's school day have a tendency to focus on helping teachers develop new role relationships; e.g., new ways of interacting with the children. Potential new sponsors should delineate the types of staff roles needed to support their programs within the districts.

Potential sponsors who have worked with a number of different districts are likely to have a more realistic perspective of their staffing needs than do potential sponsors who have worked with only a single near-by district. FT, however, may demand more consistent replications than experienced potential sponsors are accustomed to; these sponsors, therefore, will need to review their staffing needs in terms of FT.

As noted above, FT approaches require several different types of staff positions. Depending upon the circumstances within a specific district, some staff roles may be combined. Some staff positions may be critical to the approach's implementation while others are non-critical. In their review of staffing requirements, potential sponsors should identify staff positions they consider critical for implementation and positions that they are willing to negotiate.

SPONSOR-RELATED RECOMMENDATIONS

Pre-Orientation

- Sponsors should delineate the specific types of staff roles required at the district level.
- Sponsors should specify which of these roles are critical and which are negotiable.

USOE-RELATED RECOMMENDATIONS

Orientation

- USOE should encourage districts to make the FT project coordinator position equal to that of a building principal.
- In districts where the project coordinator has not been identified prior to sponsor selection, USOE should encourage the district and the sponsor to work together in setting selection criteria.
- USOE should require that professional and paraprofessional staff participation within FT at the district level be voluntary.

Additional Adults in the Classroom

Current FT approaches usually require the use of paid or volunteer parents or other community people within the classroom. These paraprofessionals often perform instructional rather than custodial duties. When approaches require that paraprofessionals function as instructors, an understanding as to the exact role of the paraprofessional may have to be worked through with district and union representatives. Further problems may arise when a sponsor provides extensive training for paraprofessionals. The sponsor's desire to retain the same people for extended periods of time may be at odds with district policy limiting the extent of a paraprofessional's service in order to allow a wider range of parents to participate.

The use of paid or volunteer paraprofessionals within the classroom may also cause problems because many teachers are not comfortable sharing their classrooms with other adults. Teachers who have worked in team teaching situations, or who have had other adults performing custodial functions within the classroom, may not be accustomed to sharing instructional responsibilities with paraprofessionals. Even teachers who are able to accept the concept of an additional adult in a paraprofessional instructional capacity do not necessarily know how to use such an adult effectively. Teacher unions, administrative personnel, and the community-at-large may also become concerned when they learn that paraprofessionals are to share instructional responsibilities.

Sponsors who intend to use additional adults in the classroom, for either custodial or instructional purposes, need to address the concerns of teachers, unions, administrators, and other community members in introductory information sessions and in preservice training sessions. Pre- and inservice sessions should be planned to help teachers accept the idea of having other adults in the classroom and also to train teachers in the appropriate use of such staff.

The presence of additional adults in the classroom changes the organization of the class and allows students to interact with adults in smaller groups; children receive more individual attention. In spite of the obvious positive aspects of having more adults in the classroom, some of our discussants indicated that problems occasionally arose in that children appeared to become dependent upon the additional adult attention and did not learn to work independently. Approaches that use additional adults in the classroom need to recognize during transition to fourth grade, this potential problem and help children learn to work independently so that the likelihood of this type of problem is reduced.

SPONSOR-RELATED RECOMMENDATIONS

Pre-Orientation

- Sponsors should specify the roles of additional adults in the classroom.

Orientation

- Sponsors with approaches that require additional adults in the classroom, especially in instructional roles, should address the general concerns that this practice can raise among teachers, unions, district administrators, and the community at large.
- Sponsors should assist the district in developing a strategy to help third and fourth grade teachers smooth the FT-to-non-FT transition process.

3.1.4 Knowledge/Understanding of the Sponsor's Approach by District Staff

Current sponsor and district staff spoke of the need for members of the community, the school board, parents, district and school-level administrators, and instructional staff to have the opportunity to learn about the theoretical and practical implications of the sponsor's proposed approach during orientation and in subsequent training sessions. The materials and sessions that the potential sponsor prepares and gives should be geared to these specific audiences. For example, in the early years of FT, some sponsor staff made presentations that were more appropriate for graduate students than for school board members.

Current sponsors vary as to the type and depth of knowledge and understanding of their approaches expected of district FT staff. For example, one current sponsor concentrates on teaching three specific subjects, stresses the need for teachers to learn to exhibit specific teaching behaviors, and places more emphasis on the approach's stated purpose of bringing children up to grade level than on training teachers in the approach's theoretical base. The primary focus of this sponsor's preservice training is to instruct teachers in the practice of desired teaching behaviors. Monthly monitoring and in-service activities are devoted largely to maintaining those behaviors.

Another current sponsor, whose primary emphasis is the development of an approach to learning, focuses on developing in teachers an in-depth understanding of the philosophy and basic concepts underlying the approach. The sponsor expects that teachers who have gained this understanding and have committed themselves to the sponsor's approach will be able to draw on their own resources to help apply the concepts and thereby produce sucessful learning experiences.

Sponsors who stress the need for the teacher to know and understand the philosophical bases of their approaches have sometimes encountered two associated problems. First, especially during the initial years of implementation, some district staff found that the sponsor's district representatives tended to use abstract professional vocabulary. They expressed the need for sponsors to develop approaches that made use of the classroom world rather than, or in addition to, the academic world, feeling that teachers were more likely to understand the concepts presented and to appreciate their relevance if the sponsor's approach was presented in terms of classroom experience. Thus, sponsors should translate academic jargon into operational terms rather than expect teachers to work in the world of the academic.

The second problem was that some sponsors who were concerned with transmitting a philosophical approach had a tendency in the early years not to provide teachers with specific techniques and practical suggestions. Most district personnel felt that the current sponsors had overcome these problems to a great extent, but expressed concern that new sponsors not repeat the problems.

SPONSOR-RELATED RECOMMENDATIONS

Pre-Orientation

- Sponsors should develop materials and techniques to instill knowledge and understanding of their approach into as broad a cross section of the district's educational community as possible. These materials should emphasize practical examples and minimize jargon.

3.1.5 Specificity and Evaluability of Objectives

Potential new sponsors need to specify clearly their short-term and long-term objectives and the expected interrelationships among them. In addition, sponsors need to specify the educational methods that will be used to achieve the stated objectives. This information will be of major importance to districts in deciding whether or not the sponsor's approach fits into the educational philosophy of the community. Furthermore, it will help USOE determine whether the approach fits into FT's mandate.

The required level of detail presents a major problem in specifying an approach's goals and objectives. For example, FT's Congressional mandate to increase children's "life chances" is quite general. While it is easy for sponsors to agree with this global goal, they must go far beyond it in their specification of objectives. However, it is not necessary for sponsors to take goal specification to the micro level as is done in many local school systems, and sponsors who desire this level of detail may well encounter local resistance as the sponsor's objectives are likely to contradict some local objectives at a given level of specificity. Sponsors should state goals and objectives as specifically as possible without reaching a level of detail that would preclude working efectively at the local level.

The current FT sponsors have quite different goals and objectives as well as different methods for achieving them. For example, some sponsors concentrate on developing specific skills in reading, language arts, and arithmetic. Others concentrate on helping teachers learn new ways of teaching and are less concerned with the specific skills that are being taught. Still other sponsors place primary emphasis on developing a positive learning environment within the home.

In spite of these differences in methods, all current sponsors pursue FT's Congressional mandate to improve life chances. Furthermore, many sponsors share the more specific goal of increasing academic performance. However, the current sponsors disagree on the point at which they can expect increased performance, and the type of performance they expect to elicit. For example, the sponsor who concentrates on specific skill development may expect to see signs of growth on tests in those skill areas very quickly, while other sponsors might not expect to see increased performance on tests of specific skills until sometime after the child completes the FT program.

In addition to having an approach with clearly specified objectives, a sponsor's approach must be evaluable. While this does not mean that every objective must be measurable, it reflects the fact that FT is a program of research in a service setting, and that sponsors whose approaches do not include measurable objectives cannot expect to fully participate in FT's research activities.

SPONSOR-RELATED RECOMMENDATIONS

Pre-Orientation

- Sponsors should specify in detail their short-term and long-term objectives.

Orientation

- Sponsors should work with district personnel to assess the congruence between sponsor and district objectives and to reach a compromise where differences exist.

USOE-RELATED RECOMMENDATIONS

Pre-Orientation

- As a precondition to funding, USOE should review a sponsor's goals and objectives to ascertain that they reflect USOE's goals and objectives for the program.
- As a precondition to funding, USOE should make an assessment of the evaluability of the sponsor's approach.

3.2 Implementation Strategies

We turn now to a discussion of the strategies that we consider to be requisite for the implementation of an approach's program characteristics. In particular, we discuss the relationships that USOE, sponsors, and districts need to develop; the types of training strategies needed; and the methods and mechanisms for evaluation that need to be put in place if an approach is to be implemented and maintained in a district.

3.2.1 USOE/Sponsor/District Relationships

Role of USOE

Both sponsor and district representatives stressed that a successful FT project includes the participation of three groups: USOE, the sponsor, and the local school district. Each of these groups plays an important role in assisting or discouraging the implementation of a FT approach. In many conversations, we heard a common theme about the relationships of the three groups--that there should be clarification of the roles played by the people in these three groups, and that USOE should play a stronger role than it has in the recent past.

The role of USOE program officers in mediating sponsor/district interactions has fluctuated over the last decade. At times, program officers have been assigned to districts according to region of the country (to minimize travel); at other times they have been assigned according to sponsor (to maximize utility of service). This has often resulted in situations where a sponsor and his or her districts have different program officers.

Sponsor and district personnel both spoke of the need for more input from government program officers. They recalled that program officers used to become involved in the work of the sponsor, be up to date with what was happening in each of the sponsor's districts, and be able to give guidance to both the sponsor and the district when needed. It was suggested that program officers should be assigned according to sponsor rather than region and should become familiar with and be trained in the sponsor's approach. In this view, program officers should be concerned with more than contractual obligations; they should take an active role in facilitating sponsor/district interactions. This type of relationship requires that the program officer be committed to and interested in FT. If at all possible, persons who do not share this commitment should be reassigned to other functions.

It was also suggested that annual USOE/sponsor/district negotiations, which occurred during the early years of FT, be reinstituted. These meetings were seen as very effective, since they brought the three parties together, face-to-face, to work through whatever issues and problems had arisen. The objective of such meetings would be to agree on a contract that clearly sets forth the roles and responsibilities of each of the three parties during the coming year.

USOE-RELATED RECOMMENDATIONS

Pre-Orientation

- USOE program officers should be assigned to specific sponsors and their associated districts rather than to regions of the country.
- USOE should develop plans whereby USOE, sponsor, and district staff meet in annual three-party negotiations to set forth their mutual roles for the following year.

Sponsor/District Interaction

Current sponsor and district staff stressed that all persons within the community who will significantly influence the conduct of the program (e.g., the school board, the superintendent, elementary directors, principals, union representatives, participating teachers, and parents) should be involved in the initial selection of an approach. Some sponsors suggested that several different sponsors might participate in helping a community select the approach that was most compatible with the community's philosophy of education, hopefully thereby discouraging the selection of any available approach for purely monetary reasons.

Given the abundance of federal programs, FT is not the only way for a community to obtain federal assistance in education; and, because of its particular research emphasis, FT may not be appropriate for some communities. One sponsor's staff recommended that an impartial person or group meet with representatives from communities interested in FT to discuss the potential advantages and disadvantages that FT can bring to a community.

Given the importance of local acceptance for successful implementation, we believe that FT sponsors should attempt to implement their approaches only where they are clearly wanted. FT research and experimentation should not be concerned with the fact that a sponsor's approach will not work everywhere--that has already been shown to be the case by the national evaluation. One focus of FT might be to see how approaches perform under the best possible conditions. In this case, sponsors should only implement in districts where there are positive prospects.

Beginning with the first contact, sponsors need to assess the sociological and political climate of the community. Simple things, totally unrelated to the approach (e.g., style of dress of sponsor representatives) may offend segments of the community and seriously impede implementation. In some communities, the informal approval of a particular person or group may greatly facilitate implementation. If the sponsor studies the community and pays close attention to the FT district project coordinator and other staff from the community, many problems may be avoided completely.

The successful implementation of an approach depends on the ability of the sponsor and the district to form a long-term relationship. Part of this process includes the sponsor's deciding which aspects of the approach are negotiable and which are not negotiable. For example, a sponsor may not be willing to give up formal diagnostic testing, but may be willing to negotiate when and how it occurs. Many respondents spoke of the need for a six- to twelve-month planning period immediately after the approach/district match, during which there could be a "no-fault divorce" if either the district or the sponsor found the relationship unsatisfactory.

Another part of the implementation process is the sponsor's continuing review of the approach's objectives and the methods for meeting those objectives in light of district-specific circumstances. For example, union problems or a particularly recalcitrant principal could necessitate modifications of short-term objectives in order to ensure the continued opportunity to work toward long-term goals.

FT involves comprehensive change within the school system. Unless the district is ready for such change, it may take two or three years for the sponsor to prepare the district for the concept of change. Even in those districts that want a change and believe that they are ready for it, it may take the sponsor a considerable length of time to gain the working confidence of the people within the district.

Building principals are especially crucial to implementation; they need to act as an internal change agent, to actively support rather than passively accept the approach within their school building and in interactions with the district. Furthermore, a principal who is involved in FT will have insight as to how to help the FT project function within both the school and the district setting. For example, a supportive principal can be of great assistance in developing ways to help children make the fourth-grade transition out of FT.

Although comprehensive services* are not components of a sponsor's educational program, they are provided to children within FT classrooms; thus FT educational personnel become involved. While the division between educational and comprehensive services may appear distinct at the national level and may be separable at the sponsor and district levels, it becomes blurred at the child level. When a child is not responding well within the classroom, the nature of the specific problem is not always apparent, and teachers may ask for the staff developer's assistance in securing social and/or psychological services for a given child. Thus, even though the comprehensive service component and educational components are administratively separate, they sometimes join at the level of the child.

The extent to which the sponsor becomes involved in this process may depend upon the sponsor's overall approach to classroom activities. Sponsors whose educational approach encompasses the whole child during the entire school day are more likely to be concerned with the provision of comprehensive services than are sponsors whose approaches focus more narrowly on the provision of education to the child in three or four specific subject areas. The sponsor with the more comprehensive approach needs to provide training so that staff developers, FT coordinators, and teachers are able to work cooperatively with those providing comprehensive services in mutual support of the child.

SPONSOR-RELATED RECOMMENDATIONS

Pre-Orientation

- Sponsors should have a plan for continuously reassessing their approach's objectives and the methods for meeting those objectives in light of the district's evolving needs and concerns.
- A sponsor whose educational approach encompasses the whole child during the entire school day should prepare training materials for FT coordinators, teachers, and district providers to help them function cooperatively.

Orientation

- Sponsors should involve representatives of all key participant groups in initial orientation sessions.

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*FT programs are mandated to provide not only an educational component but also psychological, medical, dental, and social services. When the concepts of sponsorship and planned variation were introduced, they were restricted to the educational component. They did not include comprehensive services which were, instead, to be developed and implemented by the local districts.

- Beginning with the first contact, sponsors should informally assess the political and social climate of the community on a regular basis.
- At orientation sessions, sponsors should review with district personnel their plans for continual assessment of approach objectives and methods in light of the district's changing needs.
- During orientation sessions, sponsors should make clear the extent to which their approach requires or encourages coordination with other service providers to potential districts.

USOE-RELATED RECOMMENDATIONS

Pre-Orientation

- USOE should consider having an impartial person or group meet with each new district to discuss the potential advantages and disadvantages of participating in a FT program.
- USOE should permit a "no-fault divorce" between a sponsor and a district for up to a year after formal adoption.

3.2.2 Training

There was consensus among our discussants that continual inservice training is needed if an approach is to be implemented and maintained in a district. Such inservice training should include at least the following three characteristics. First, it should address all program characteristics discussed earlier (i.e., curriculum and materials; organizational structure; roles and behavior; and knowledge/understanding). In other words, the inservice sessions should address not just the sponsor's educational philosophy, or structural changes, or desired behaviors, but all of these and their relationship to one another. Second, training should be flexible so that problems can be solved as they occur. Rather than consisting of a rigid and predetermined set of information to be disseminated at prespecified intervals, training should be geared towards trainees' experiences with the approach. Third, training should be designed not only for teachers and aides, but also for parents, support staff, and FT and district/school administrators.

While preservice training is obviously needed when an approach is initially introduced in a district, it also must be available for all new staff as they enter the approach. Preservice training also needs to be planned as a set of continuing activities. Both sponsor and district personnel recommend half- to full-day preservice training sessions of three to six weeks' duration prior to the start of the school year for those being trained in the approach for the first time. Sponsor and district staff indicated that, in the early years of FT, there was a tendency for preservice training to focus on either the philosophic base or practical applications of the approach--for one to be emphasized almost to the exclusion of the other. Both sponsor and district personnel recommend that, regardless of sponsor emphasis, training is more effective if it focuses on both the philosophical and the practical. Furthermore, sponsors should minimize the use of jargon in their training materials, formal presentations, and discussions.

Responsibility for training should be shared by the sponsor's staff and district-level program staff. Sponsor staff should provide training for district staff at the sponsor's shop and assist in the provision of on-site training in each district. At each district, full-time district-employed staff developers should provide both preservice and ongoing inservice training.

District staff suggested that certain preservice sessions would be more valuable if they took place at the sponsor's laboratory setting. In this way, participants could both observe the approach in action and have the opportunity to work with the applied approach in a training session. One sponsor described a six-week summer program as consisting of mornings spent in the lab school observing (and participating), with afternoons spent in study and in seminars that focused both on theoretical and practical aspects of the program. Another sponsor emphasized the need to have new staff first understand and accept the philosophical base of the approach before practical applications of the approach were introduced.

Five- to ten-day workshops conducted prior to the opening of school are recommended for all returning staff. These workshops may be part of, or separate from, the more extensive preservice sessions discussed above. In either case, they should include both the theoretical and the practical.

Ongoing inservice training is the responsibility of staff developers and district representatives, and consists of both informal and formal activities. At the informal level, staff developers work with teachers on a daily basis. As resources for teachers and aides, they help by suggesting alternative techniques for working with specific situations, and provide feedback on observations they make in the classroom. At a more formal level, a wide variety of workshops are held on a semi-monthly or monthly basis. The specific subject matter is usually selected by a consensus of the district and sponsor staff with a focus on meeting specific district needs. These workshops may be conducted either by local staff, district representatives, or consultants who are experts in specific topics. The sponsor's representative visits the district on a monthly or more frequent basis to work with the project coordinator, staff developers, teachers, and paraprofessionals in both formal workshops and informal training sessions. At the informal level, the district representative uses techniques similar to those used informally by the staff developer: visiting classrooms, observing, talking with teachers, discussing problems, providing suggestions, and working toward solutions.

The specific activities of staff developers and district representatives will differ by approach. When the required teaching behaviors are very specific, supervisory activities should be similarly specific. Staff developers, through classroom observation, pinpoint how and the extent to which teachers are exhibiting desired behaviors and plan specific inservice training activities to assist teachers in learning to practice the specified techniques. When a sponsor is concerned with having teachers develop new teacher/student interaction patterns, the focus of classroom observation and inservice training shifts somewhat. The staff developer becomes more concerned with discussing and working out with the teacher different ways of handling a variety of situations as they occur and with helping to solve the teacher's specific problems. In this case, inservice training does not focus on training teachers in specific behaviors, but rather in helping teachers increase their understanding of the approach by offering practical suggestions and techniques for current problems and working through particular staff concerns.

Two reasons for the importance of ongoing inservice training were stressed in our discussions. First, educators, as all professionals, need continued growth and development. Second, school systems tend to move toward a state of equilibrium. Since FT is only a small part of a school system, the uniqueness of the sponsor's approach will be lost if the approach does not have some form of permanent sustenance. Whether this needs to be provided by the sponsor or can be provided locally is open to debate. One opinion is that, if a sponsor is cut off from the district, natural (either high or low) staff turnover and equilibrium pressures from within the system will result in dilution and possible dissolution of the approach. Others suggest that, if an approach is well implemented, local staff or consultants from neighboring universities can sustain the approach. In either case, it is likely that the approach within the district will change over time and that the nature of the change is dependent upon who provides continued nurturance. If the sponsor continues to be responsible for the training, it is likely that the basic tenets of the approach will be retained, although the methods for promulgating those tenets may change. If local staff or local consultants are responsible for continued inservice training, some of the basic tenets may also change with time. Thus, for those who desire to retain intact the basic tenets of an approach, the continued presence of the sponsor is a requirement.

USOE needs to determine whether its research objectives can best be met by having the locus of primary responsibility for continued pre- and inservice training reside with the sponsor or with the district. As long as USOE's objectives focus on researching aspects of the effectiveness of a sponsor's approach, the responsibility for training should reside with the sponsor. If USOE's objective is to help districts to become independent of the sponsor, USOE should encourage districts to assume responsibility for training as soon as possible.

All those who will be affected by FT should be provided with relevant training. In addition to the project coordinator, staff developers, teachers, and paraprofessionals, this would include parents of FT children, school administrators (especially principals), and others in the community. While specific types of training will be needed for specific groups, all training sessions should be open to all participants. This becomes important during the ongoing inservice training for teachers and paraprofessionals, and principals should be made aware that invitations to participate are not merely extensions of courtesy.

Agendas and materials for initial workshops and selected inservice workshops need to be developed by the sponsor prior to implementation, followed by a year for testing and refinement in a single district prior to implementation in additional districts. Once developed, the training system must undergo continual modification to meet the changing conditions and needs in each individual district.

SPONSOR-RELATED RECOMMENDATIONS

Pre-Orientation

- Sponsors should prepare materials for pre- and inservice training that: address all essential features of the approach and their inter-relationships; focus on both the philosophy of the approach and its practical applications; and minimize jargon.

- Preservice and inservice training materials should be developed for all those who will be affected by FT (e.g., principals, teachers, aides, parents, etc.).
- Training plans should include both sponsor and district staff as trainers.
- Sponsors should develop plans for extensive preservice training prior to startup of classroom activities; preservice training for teachers who enter the program during the school year; formal inservice training at the beginning of and during the school year; and informal inservice activities throughout the school year.

Orientation

- Preservice training should include a visit to the sponsor's lab school or to some classroom where the sponsor's approach is already implemented.

USOE-RELATED RECOMMENDATIONS

Pre-Orientation

- USOE should assess whether its objectives can best be met by having sponsors retain primary responsibility for training or by having districts assume it as soon as feasible.

3.2.3 Evaluation

Measure Development

Almost all current FT sponsors have engaged in more or less informal formative evaluation activities such as developing and using sponsor-specific implementation checklists. On the other hand, sponsors have exhibited markedly different behaviors regarding child assessment. Some use informal testing or published achievement tests such as the Wide Range Achievement Test regularly monitor progress. Others have emphasized informal but continuous diagnostic testing of child progress in order that teachers may individualize the student's work.

The attitudes of current sponsors toward the use of standardized tests also differ. Some, as mentioned above, use them as part of their standard evaluation battery. Others do not discourage their use, but strenously point out that tests tap only a small segment of their approaches' goals and objectives. Still other sponsors believe that tests are neither valid assessment tools nor enriching experiences for the children. At least one sponsor actively discourages test use in the classroom.

The current sponsors recognize that FT is a research program and, as such, needs to be externally evaluated. They strongly recommend that evaluations be based on approach-specific criteria in addition to externally developed criteria. Many sponsors have been involved throughout the years in the development of assessment methods to evaluate their approach-specific objectives. If part of FT's research agenda is to determine the extent to which sponsors succeed in meeting approach-specific objectives, then the existence of appropriate measures should be assessed. If such measures are not available, USOE should provide resources for their development or make it clear that it will not take sponsor-specific objectives into consideration in its evaluation.

As we understand the purpose of FT, all sponsors are expected to have the educational achievement of children as one of their primary objectives. In the past, standardized achievement tests have been a major USOE criterion for assessing sponsor effectiveness. USOE's extensive reliance on such measures has been critized from a number of perspectives. During this transition period, we recommend that, as USOE reviews its goals and objectives for the program, it also review its criteria for their attainment.

SPONSOR-RELATED RECOMMENDATIONS

Pre-Orientation

- Sponsors who expect that their approaches will be evaluated on the basis of outcomes not measured by standardized achievement tests should negotiate this concern with USOE.
- If sponsor-specific objectives are to be evaluated, sponsors need to select/develop appropriate measures.

USOE-RELATED RECOMMENDATIONS

Pre-Orientation

- USOE should review its criteria for assessing the attainment of its goals and objectives for FT.

Formative and Summative Evaluation Plans

Sponsor and district personnel have used a variety of formal and informal feedback mechanisms. Staff development sessions offer opportunities for staff developers and district staff to discuss how to modify specific aspects of the sponsor's approach. District representatives have shared written reports of their district visits with both sponsor and site staff. Following district visits, project coordinators have written reports or completed evaluation forms discussing the effectiveness of the help provided by the district representative provided, perceptions of the extent to which the sponsor and district are meeting their individual goals, and additional ways in which the sponsor could be of assistance.

Some districts, in their normal operations, compile data on the progress of the students in their program and submit it to the sponsor. Sponsor staff analyze these data and provide common descriptive statistics to the district. Such data sharing also provides information for both the sponsor and the district to determine whether students are achieving as expected, or whether modifications in student-specific program plans are needed. District representatives' weekly activity diaries and telephone logs also serve as sources of feedback.

The current sponsors have used a variety of forms in their daily operations in order to assess the effectiveness of specific approaches and to facilitate modification of their strategies. Following workshops, questionnaires have been used to determine the effectiveness of the speaker, the importance of the topic, etc.; following training sessions, participants have evaluated the trainers; following home visits, home visitors have filled out forms; paraprofessionals have filled out forms describing the effectiveness of various materials; teachers have filled out forms on the amount and effectiveness of volunteer help; parents have filled out forms about changes they observed in their children; and staff have filled out implementation checklists on a yearly basis.

Sometimes, the forms appeared to inundate the participants but, in many cases, the feedback enabled the sponsor to make the approach more responsive to the district's needs. Often the weekly act of filling out a form can bring a problem into focus without waiting for explicit feedback from the sponsor. Through careful monitoring of feedback forms, sponsors were often able to anticipate district needs prior to a formal request from the district. It should be noted that such modification, updating, and finetuning are usually in the area of staff training and teaching methods, and that the basic goals and features of the approaches remain largely unchanged. Sponsors should develop explicit mechanisms for eliciting feedback from their districts and should work out their plans for evaluation in conjunction with district, state, and USOE requirements.

In addition to the sponsor, USOE, states, and districts conduct evaluations, which may include child testing. This multiplicity of planned testing may result in excessive testing for some pupils, so testing plans need to be reviewed to help avoid this problem.

SPONSOR-RELATED RECOMMENDATIONS

Pre-Orientation

- Sponsors should develop explicit mechanisms for eliciting feedback from their districts as to the efficacy of their work in all areas.

Orientation

- Sponsors should work out their plans for evaluation in conjunction with district, state, and USOE requirements.

USOE-RELATED RECOMMENDATIONS

Pre-Orientation

- USOE should review the extent to which adequate measures are available to evaluate each potential approach. If adequate measures are not available, USOE should either provide the resources for measure development or make it clear to the sponsor that certain objectives will not be measured.

3.3 Summary

This section has reviewed the discussions we held with current FT sponsor and district personnel and has made recommendations for the criteria that potential new sponsors should meet prior to implementing their approaches in FT. While these criteria are important in the assessment of readiness for implementation, current sponsor and district representatives impressed upon us the critical nature of USOE's role in assisting sponsors in the implementation process. Although our recommendations in this area are not directly relevant to the search for potential new sponsors, they have import for the relationships among USOE, sponsors, and districts even in the absence of new sponsors.

CHAPTER 4

Summary of Potential New FT Approaches

4.0 Introduction

Our formal outreach efforts to colleges and universities and our informal outreach to federal agencies and colleagues in the FT community yielded a total of 58 expressions of interest in FT sponsorship.* This chapter briefly reviews selected characteristics of the 58 approaches. Further, it compares characteristics of the 18 approaches that were selected (from the 58 applicants) for intensive study with the approaches of the 19 current FT sponsors. Finally, it includes a short description of each of the 18 potential sponsor's approaches and gives a global assessment of the readiness of each approach to be implemented in FT. The short descriptions are not meant to convey the entirety of the sponsors' approaches but serve as a precis, supplemented by the more detailed descriptions given in Part B of this report.

4.1 Characteristics of Applicants for Intensive Study

In response to our outreach efforts, most of the 58 applicants sent an introductory letter and additional materials reviewing their approach. Based on these inputs, Figure 4 presents selected descriptive characteristics of the 58 approaches. Six applicants sent only a letter with no other materials. Because this did not provide sufficient information for judging their approaches, these six applicants were excluded from further consideration in our study.

Target Group. Of the remaining 52 applicants, 19 (37%) proposed approaches in the two special interest areas identified in our letter to colleges and universities: nine of these proposed home-based approaches and 10 proposed approaches targeted to the handicapped. In addition, we received responses from one sponsor with a bilingual education approach and one sponsor with an approach for the education of children from migrant families. The fact that the target group of many of the potential new sponsors is expanded in comparison with the traditional target group of FT (disadvantaged children) is likely a direct reflection of the encouragement we and USOE gave to potential sponsors with approaches that focused on a range of groups of children.

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*Appendices F, G and H (bound separately from this document) contain the cover letter sent by each applicant and a 2-3 page abstract of each approach.

Figure 4

Applicants for Intensive Study and Selected
Characteristics of their Educational Approaches

Institution	Selected for Intensive Study?	Home/ School Based	Targeted To a Special Population?	No. of Years in Operation	Target Group Ages/ Grades*	Type of Institution (if not a college or university)	Comments--Reasons for Exclusion from Intensive Study
Albany, GA				14	/K-12	LEA	Title I, pull-out program, math only
Alcorn State U., MS				?	/		No materials received
Alma College, MI				?	/		No materials received
Antioch-New England, NH	Yes			7	/PK-3		Modeled after British Infant Schools
Appalachia Educ. Lab. (HOPE-II), WV	Yes	Home		11	/K-1	Regional Educ. Lab	Competency-based, experiental education
Arizona, U. of, AZ				0	/1-6		Not implemented, increases ALT
Bedford Stuyvesant Early Childhood Dev. Center, NY				?	/PK	Private organization	No public school experience
Brigham Young U., UT	Yes	Home		3	/K		Home-based program
California, U. of at Santa Barbara, CA		Home		1	2-11/		Program consists of 7 out-of-school sessions
Carbondale New School, IL	Yes			5	/K-3	Private school	Emphasizes socio-emotional development
CEMREL, Inc., MO				6	/K-6	Regional Educ. Lab	Math only
Central Institute for the Deaf, MO	Yes		Handicapped	21	0-6/	Private organization	For deaf children, strong parent component
Central State U., OK				?	/		No materials received
Central Washington U., WA	Yes			8	3-8/		Language experience approach
Child, Youth and Family Services, (DEAL), CA	Yes		Handicapped	8	3-9/	Private organization	Highly structured classroom activities
Cooperative Educ. Service Agency 12 (Portage), WI	Yes	Home	Handicapped	10	1-6/	Private organization	Home-based program
Curriculum Development Associates, DC				7	/K-6	Private organization	Math only, reading component not implemented
Early Prevention of School Failure, IL			Handicapped	8	/PK-1	LEA	Program runs 1/2 hour per day
Early Recognition Intervention Network (ERIN), MA	Yes		Handicapped	11	/K-2	Private organization	Matches child needs to appropriate educ. program
Elmira College, NY				5	/PK-K		Head Start program, emphasizes socio-emotional
Geneseo Migrant Center, NY			Migrants	11	3-20/		Summer program only
Georgia, U. of, GA			Handicapped	9	3-14/		Pull-out program
Governor's State U., IL	Yes		Bilingual	0	/		Not implemented
Illinois, U. of at Urbana-Champaign (PEECH), IL	Yes		Handicapped	9	3-8/		Comprehensive, language-based program
Indiana U., IN				19	/K-3		Pull-out, behaviorally-oriented programed instruction
Los Angeles City Unified School District (LBC), CA	Yes			10	/K-3	LEA	Self-sponsored FT district, linguistic approach
Marywood College, PA				0	/		Not implemented
Mercy College, NY				0	/K-3		Math only, finger calculation
Michigan State U. (I), MI		Home		11	/PK		Program consists of 12 sessions
Michigan State U. (II), MI				9	/K-1		Directed, performance-oriented program
Minnesota, U. of (PBEC), MN	Yes			3	/K-3		Emphasis on problem-solving, cognitive development
Missouri, U. of at St.Louis (I), MO				0	/K-3		Program runs 1/2 hour per day, not implemented

*Grades served are given where appropriate. Some potential new sponsors serve children outside the usual public school grade range structure. In these cases, ages of the target children are provided.

Figure 4

(concluded)

Institution	Selected for Intensive Study?	Home/ School Based	Targeted To a Special Population?	No. of Years in Operation	Target Group Ages/ Grades*	Type of Institution (if not a college or university)	Comments--Reasons for Exclusion from Intensive Study
Missouri, U. of at St.Louis (II), MO		Home		8	/PK-K		Program runs on Saturdays
Monongalia County Board of Education, WV	Yes			10	/K-3	LEA	Self-sponsored FT district, linguistic approach
Montana U. of, MT				0	/K		Not implemented, focus on developing creativity
Moorhead State U., MN				6	/		Restricted to needs assessments
Mount St. Mary's, CA				0	/K		Not implemented, Piagetian-based
Newport-Mesa Unified School District, CA				13	/K-8	LEA	Title I, pull-out program
New York, State U. at Oswego (CAM), NY	Yes			6	/K-8	LEA/University	Diagnostic-prescriptive approach, mastery learning
Northeast Michigan Community Service, MI		Home		0	/K-2	Private organization	Not implemented, propose to use DISTAR
Northern Iowa, U. of, IO				12	/PK		Piagetian-based, no public school experience
Northwestern State U. of Louisiana, LA			Handicapped	0	/		Not implemented
Nova University, FL	Yes			1	/PK-12		Child-centered program
Ohio State U. (Directive Teaching), OH	Yes		Handicapped	9	/K-3		Structured program, emphasis on skills attainment
Ohio Wesleyan, OH				0	/		Not implemented
Oklahoma State U., OK		Home		1	3-6/		Program consists of newsletters to parents
Pace U., NY				0	/PK-K		Not implemented, current program is for the gifted
Purdue U., IN		Home		0	/K-6		Not implemented
San Diego State U., CA				?	/		No materials received
Steven F. Austin State U., TX				7	/1-6		Program runs in post-school hours
Syracuse U., NY				9	/PK-K		Experiential day care program, no public school experience
Teaching Research: Infant and Child Center, OR				?	/PK	Private organization	No materials received
Toledo, U. of, OH				0	/PK-1		Not implemented, emphasis on learning to learn
Virginia Comm. Univ., VA (Developmental Instruction)	Yes			1	/K-6		Emphasis on teacher training, eclectic approach
Washington, U. of, WA			Handicapped	9	/PK		Structured program, no public school experience
West Chester State College, PA				7	/PK		Mastery-based program, no public school experience
West Florida, U. of, FL				?	/		No materials received
Wisconsin, U. of, WI				0	/1-6		Not implemented, holistic program based on love

*Grades served are given where appropriate. Some potential new sponsors serve children outside the usual public school grade range structure. In these cases, ages of the target children are provided.

Institutional Affiliation. The large majority (35, or 67%) of the applicants are based in universities or colleges. The remaining 33% are located in other settings including private organizations (9), federally-funded research laboratories (2), and local school districts (6).

Amount of Experience. The table below shows that over half (61%) of the applicants have five or more years of experience in the actual operation of their approach. Only six (12%) applicants have what might be termed "a few years" of experience (1-4 years), and 14 (27%) applicants have little or no implementation experience. Phrased another way, the large majority of applicants appear to either a) have well-developed and tested ideas, or b) have untried ideas that they would like to test or are simply looking for funds from any potential source.

Years of Experience		Number of Applicants
12 or more years		5
5-11 years		26
1-4 years		6
0 years		14
	Total	51*

4.2 Characteristics of Approaches Selected for Intensive Study

In conjunction with USOE, we selected 18 (35%) of the 52 applicants for intensive study according to a set of general criteria. First, USOE was especially concerned to identify approaches with substantial implementation experience. Second, we tried to select approaches needing a minimum of program development. This concern was opposed, to a certain degree, by a third general criterion: USOE's interest in including home-based approaches that focus on parents as educators, and approaches targeted to the education of children from special populations (e.g., bilingual, handicapped). In order to facilitate the inclusion of these groups, we were less strict in selecting home-based and special population approaches than we were in selecting school-based approaches. The table below shows that approaches falling into the latter group had to have been implemented in all of the FT grades, while approaches in the former two groups only had to be implemented in one of the FT grades. The three groups of approaches are not mutually exclusive. For example, either home- or school-based programs could be targeted to a special population of children. Also, it would be possible to have a home-based approach that has an in-school component.

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*One approach did not supply information on years of experience.

Type of Approach	Number Selected	Target Grades	Implementation Experience	Approach Focus
Home-Based	3	K-3	At least one grade	Primary focus on parents as educators of their children
Special Populations	6	K-3	At least one grade	Primary focus on in-school education of children from special populations
School-Based	9	K-3	All grades, K-3	Primary focus on in-school education of disadvantaged children

We arranged for our staff to visit each of the 18 potential new sponsors to discuss their approaches and to make an initial assessment of their readiness for implementation in FT. The 40 potential sponsors that we did not visit were sent a letter thanking them for their interest (see Appendix I).

Educational Orientation. The 18 potential sponsors selected for intensive study (see Figure 5) represent a wide variety of approaches to education. However, they do not appear to provide any new "visions" to the education of disadvantaged children. As is the case with the current FT sponsors, there is no scheme that can be used to quickly and accurately categorize the basic educational orientation of each potential new sponsor. However, both the current and the potential new FT approaches can be placed within the space identified by White et al. (1973) in their discussion of three basic approaches to education: behavioristic, cognitive developmental and psychodynamic (see Figure 6). Many of the current and potential new FT approaches are eclectic in that while they emphasize one basic orientation they borrow from the other two. In spite of this the following grouping appears to fairly represent a subset of the potential sponsors' approaches as described in their materials:

- behavioristic approaches
    - Child, Youth and Family Services (DEAL)
    - Ohio State University (Directive Teaching)
- cognitive developmental approaches
    - Antioch-New England

Figure 5

Potential New FT Approaches

Institution	Home/ School Based	Targeted to a Special Population	Number of Years in Operation	JDRP Vali- dated?	Target Group: Ages/Grades	Type of Institution	Comments
Appalachia Educ. Lab. (HOPE-II), WV	Home	---	11	No	/K-1	Regional Ed. Lab	Home-based program
Brigham Young University, UT	Home	---	3	No	/K	University	Home-based program
Cooperative Educ. Service Agency 12 (Portage), WI	Home	Handicapped	10	Yes	1-6/	Private Organization	Home-based program
Central Institute for the Deaf, MO	School	Handicapped	21	Yes	0-6/	Private Organization	For deaf children, strong parent component
Child, Youth and Family Services (DEAL), CA	School	Handicapped	8	No	3-9/	Private Organization	Highly structured classroom activities
Early Recognition Intervention Network (ERIN), MA	School	Handicapped	11	Yes	/K-2	Private Organization	Matches child needs to appropriate educational program
Governor's State University, IL	School	Bilingual	0	No	/	University	Not implemented, included because of bilingual focus
Illinois, University of (PEECH), IL	School	Handicapped	9	Yes	3-8/	University	Comprehensive, language-based program
Ohio State University (Directive Teaching), OH	School	Handicapped	9	No	/K-3	University	Structured, emphasizes skills attainment
Antioch-New England, NH	School	---	7	No	/PK-3	University	Modeled after British Infant Schools, cognitive developmental
Carbondale New School, IL	School	---	5	No	/K-3	Private School	Emphasizes socio-emotional development
Central Washington University, WA	School	---	8	No	3-8/	University	Language experience approach
Los Angeles Unified School District (LBC), CA	School	---	10	No	/K-3	LEA	Self-sponsored FT district, linguistics approach
Minnesota, University of (PBEC), MN	School	---	3	No	/K-3	University	Emphasizes problem-solving, cognitive development
Monongalia County Board of Education, WV	School	---	10	No	/K-3	LEA	Self-sponsored FT district, emphasizes reading
New York, State University at Oswego (CAM), NY	School	---	6	No	/K-8	LEA/University	Diagnostic-prescriptive, approach, mastery learning
Nova University, FL	School	---	1	No	/PK-12	University	Child-centered program
Virginia Comm. University (Developmental Instruction), VA	School	---	1	No	/K-6	University	Emphasizes teacher training, eclectic

Figure 6

Descriptions of Three Basic Educational Orientations*

Behavioristic

> "The behavioristic approach maintains that all behaviors are learned, it implies that educational disadvantage exists because specific pre-academic and/or social skills necessary to success in school have not been acquired. These skills must be taught to the child using appropriate instructional techniques to attain specified behavioral objectives. The contingencies between environmental stimulus and child response are carefully planned in advance, with reinforcement (or reward) being used to encourage the desired behaviors."

Cognitive Developmental

> "The cognitive development approach emphasizes the process of cognitive growth more than the learning of specific content. It is assumed that the disadvantaged child has not had sufficient experience with his world in a manner that is conducive to cognitive growth. He needs appropriate interactions with people and materials to learn how to process information and solve problems in a logical and efficient manner. Often, in addition, his verbal skills as they relate to thought processes are inadequate. Instructional techniques vary, but the child's self-guided activity and experimentation with various aspects of the environment are seen as important. Learning is facilitated when there is a "match" between the child's level of cognitive development and the experiences encountered."

Psychodynamic

> "The psychodynamic approach considers socioemotional goals to be essential for optimal development of the "whole" child. Learning presupposes the development of a "healthy" individual. A positive self-image, trust, emotional stability, constructive peer relationships, etc., are essential to successful learning. Instructional technique emphasizes the quality of interpersonal relationships and an environment which supports self-actualization. Free choice and self-determination are important. It is usually assumed that the child "knows what is best" for his personal growth."

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*Taken from White et al, 1973.

  - Early Recognition Intervention Network (ERIN)
  - University of Illinois (PEECH)
  - University of Minnesota (PBEC)
  - Virginia Commonwealth University (Developmental Instruction)
- psychodynamic approaches
  - Carbondale New School
  - Central Washington University
  - Nova University

On the basis of the information we have, it is not possible to assign each potential new sponsor to one of these groups. All the same, the groupings above show that the range of potential approaches does span the spectrum defined by the three categories.

Home vs. School Base. In some respects the aggregate of 18 potential new sponsors closely resembles the current FT sponsors. For example, three of the 18 potential sponsors are home-based (Appalachia Educational Laboratory (HOPE-II), Brigham Young University, and the Cooperative Educational Service Agency (Portage)), as are three of the 19 current sponsors (Clark College, Georgia State University, and the University of North Carolina).

Target Group. On the other hand, when taken in the aggregate, the approaches of the potential new sponsors place a much greater emphasis on the provision of services to special populations than do the approaches of the current sponsors. Seven of the 18 potential new sponsors have approaches that are targeted to special populations while only two of the current approaches (the University of California at Santa Cruz and the Southwest Educational Development Laboratory) have this basic orientation. This difference occurred at least in part because of USOE's interest in targeted programs, an interest that is evidenced by the inclusion of the Governor's State University approach to bilingual education. Without USOE's special interest in bilingual approaches, the Governor's State approach would have been excluded due to a lack of implementation experience.

Amount of Experience. The amount of experience of the 18 potential new sponsors selected for intensive study reflects the requirement we imposed that potential sponsors have some implementation experience. Thirteen of the 18 potential sponsors have five or more years of experience, while only one (Governor's State) has no experience (see the table below). It should be noted that all six of the approaches targeted at handicapped children are in the former, quite experienced group. While such approaches were probably available at the inception of FT, it is likely that they did not fit into FT's mission at that time.

Years of Experience	Number of Potential Sponsors
12 or more years	1
5-11 years	12
1-4 years	4
0 years	1
Total	18

Institutional Affiliation. A final distinction between the current and the potential new sponsors is the difference in institutional affiliation (see the table below). Both groups of sponsors are primarily university-based and have some representation from private organizations. The groups differ, though, in that three of the current sponsors have regional educational laboratory affiliations while none are based at the local level.* This situation is reversed for the potential new sponsors where but one is laboratory-based and three or four are based within local educational agencies or private schools. One of these is jointly sponsored by the Oswego School District and the State University of New York at Oswego. Two other locally-based potential new sponsors are currently operating self-sponsored FT programs and would like to move beyond implementation in their own district. The fourth locally-based potential sponsor operates a private school. We see sponsors who are based at the local level (distinguished from self-sponsorship) as providing a potentially important new direction for FT. It is possible that such sponsors have a better appreciation for the problems of working

Type of Institution	Current Sponsors	Potential Sponsors
University or College	13	9 or 10**
Laboratory or Center	3	1
Private Organization	3	4
LEA/Private School	0*	3 or 4**
Total	19	18

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*While some current FT districts are self-sponsored, our study has concentrated on external sponsorship. Self-sponsored districts do not meet this criterion in that their approaches have been developed mainly for use in their own school district, rather than for the purpose of implementation in other locations.

**One approach is jointly sponsored by the State University of New York and the Oswego Public Schools.

within school districts than sponsors whose base of operations is at a university or research laboratory.

JDRP Validation. Although we did not set out to gather information on the effectiveness of potential new sponsors at achieving their objectives, it should be noted that four of the 18 potential new sponsors have approaches that are JDRP-validated.* Each of the validated approaches is targeted to the delivery of services to handicapped children.

Approaches Not Selected for Intensive Study. Some potentially interesting approaches were not included among those we selected for intensive study due to a lack of implementation experience and/or incomplete program development. For example, Dr. David Berliner at the University of Arizona submitted materials describing an approach based on his work in the Beginning Teacher Evaluation Study showing that increased "academic learning time" leads to improved achievement, and that relatively simple changes in classroom management practices can greatly increase academic learning time. We also rejected a unique approach submitted by Dr. Lenore Dickmann at the University of Wisconsin that is targeted toward a merging of the cognitive, psychomotor, and affective domains of education through the study of love and moral education. As a final example, we rejected an approach by Dr. Robert Postman at Mercy College that teaches mathematics by finger calculation (Chisenbop). If resources are available within FT it may be a worthwhile investment to further investigate some of these innovative but inexperienced approaches.

4.3 Potential Sponsors: Abstracts of their Approaches and an Asessment of their Readiness for Implementation

This section concludes our report by bringing together two key sets of information: a brief description of each of the 18 potential new sponsor's approaches and an assessment of each sponsor's readiness for implementation. The approach abstracts are taken from the detailed descriptions included in Part B of this report and should not be read as representing the whole of a sponsor's approach. Each abstract covers three topics: (1) the basic orientation of the approach; (2) a brief statement of the classroom process; and (3) the approach's implementation history. The abstracts are ordered alphabetically within the same three groups that were used to select approaches for intensive study:

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*The Joint Dissemination Review Panel (JDRP) is a panel of persons from the United States Office of Education and the National Institute of Education that meets periodically to review the evidence of effectiveness submitted for a wide variety of educational products and practices. Projects that meet JDRP standards may be endorsed by the Education Division of the Department of Health, Education and Welfare as exemplary and may be disseminated using Federal Education Division funds. A monograph describing the purpose of the JDRP and the ways in which JDRP submissions may be prepared has been written by Tallmadge (1977).

- home-based approaches;
- approaches targeted to children in special populations (handicapped, bilingual); and
- school-based approaches targeted to the general population of disadvantaged children.

Following each abstract is our assessment of the approach's readiness for implementation in FT. This is presented in the form of a list of tasks to be accomplished. The list is generated from Figures 7 and 8 which summarize (for program characteristics and implementation strategies, respectively) our assessment of each potential new sponsor's readiness for implementation. Each figure's row structure is formed by the sponsor-related recommendations given in Chapter 3. The work/activities suggested by these recommendations is under the control of a sponsor and occurs prior to a sponsor and district making any agreements about working together. Within Figures 7 and 8, the recommendations are numbered, allowing them to be cross-referenced with the prose assessment of readiness for implementation given after each approach abstract. Each potential new sponsor occupies a column in Figures 7 and 8, and the cells of the figures contain one of three symbols signifying different levels of readiness for implementation:

●	The work the sponsor has done in this area should be sufficient to begin to implement in FT.
◒	The sponsor has done some work in this area but needs to do more prior to implementation in FT.
○	The sponsor has done little or no work in this area.

Figure 7

Summary of Potential New Sponsor's Readiness for Implementation on Each Program Characteristic

PROGRAM CHARACTERISTICS	Sub-Characteristic	Sponsor-Related Recommendations	Home-Based			Special Populations						School-Based								
			Appalachia Ed. Lab (HOPE-II)	Brigham Young University	Coop. Ed. Service Agency (Portage)	Central Inst. for the Deaf	Child, Youth and Family Services (DEAL)	Early Recognition & Intervention Network (ERIN)	Governor's State University	U. of Illinois (PEECH)	Ohio State University (Directive Teaching)	Antioch, New England	Carbondale New School	Central Washington University	Los Angeles School District (LBC)	University of Minnesota (PBEC)	Monongalia County Follow Through	SUNY/Oswego (CAM)	NOVA University	Virginia Comm. University (Developmental Instruction)
Curriculum and Materials	Curriculum Materials	1) Sponsors should either have their own prepared textbooks and curriculum materials or should provide guidelines for their selection.	○	◒	◒	●	○	◒	○	◒	◒	●	○	●	◒	—	◒	◒	◒	○
		2) Sponsors who have their own prepared textbooks and materials should determine whether their use is negotiable.	—	○	—	—	—	—	○	—	—	—	—	—	—	—	—	—	—	—
		3) Sponsors who provide guidelines should compile a list of published materials that meet those guidelines.	○	—	◒	—	○	○	○	◒	◒	◒	○	○	○	—	○	◒	○	○
	Lesson Preparation	4) All sponsors, including those who do not require specific curriculum materials, should prepare sufficient lesson plans and other classroom materials for at least one academic year of lessons for teachers to use while they are learning to implement new teaching behaviors.	●	○	◒	●	●	◒	○	◒	●	◒	○	○	●	◒	◒	●	◒	○
Organizational Structure	Classroom Organization	5) Sponsors should have a plan to phase in classroom change, rather than try to invoke immediate large-scale change.	—	—	—	—	○	●	○	◒	○	●	○	○	●	●	●	—	○	○
Role and Behavior	Sponsor Staff	6) Sponsors should develop a staffing plan that defines district representatives as being full-time (if possible) sponsor staff members--not consultants, and as having extensive teaching experience.	●	○	●	●	○	●	○	●	●	●	○	●	○	●	●	●	○	●
		7) Sponsors should prepare materials for training district representatives in all aspects of the approach and should conduct the training.	○	○	●	●	○	●	○	◒	●	○	○	○	○	◒	○	○	○	●
	District Staff	8) Sponsors should delineate the specific types of staff roles required at the district level.	●	◒	●	●	●	●	◒	●	●	●	○	●	●	●	●	●	●	●
		9) Sponsors should specify which of these roles are critical and which are negotiable.	●	●	○	○	○	●	○	●	○	○	○	○	○	○	○	●	○	○
	Additional Adults in the Classroom	10) Sponsors should specify the roles of additional adults in the classroom.	●	●	○	●	●	—	○	●	●	●	◒	●	●	●	●	—	●	●
Knowledge/Understanding	---	11) Sponsors should develop materials and techniques to instill knowledge and understanding of their approach into as broad a cross-section of the district's educational community as possible. These materials should emphasize practical examples and minimize jargon	●	◒	◒	●	◒	◒	○	◒	◒	○	○	○	●	●	○	○	○	●
Specificity and Evaluability of Objectives	---	12) Sponsors should specify in detail their short-term and long-term objectives.	●	◒	●	●	◒	●	◒	◒	●	◒	◒	◒	◒	◒	◒	●	◒	●

KEY:
● Work in this area is sufficient to begin implementation.
◒ Some, but not enough work has been done in this area.
○ Little or no work has been done in this area.
— Not applicable.

Figure 8

Summary of Potential New Sponsor's Readiness for Implementation on Each Implementation Strategy

IMPLEMENTATION STRATEGIES	Sub-Characteristic	Sponsor-Related Recommendations	Home-Based			Special Populations						School-Based								
			Appalachia Ed. Lab (HOPE-II)	Brigham Young University	Coop. Ed. Service Agency (Portage)	Central Inst. for the Deaf	Child, Youth and Family Services (DEAL)	Early Recognition & Intervention Network (ERIN)	Governor's State University	U. of Illinois (PEECH)	Ohio State University (Directive Teaching)	Antioch, New England	Carbondale New School	Central Washington University	Los Angeles School District (LBC)	University of Minnesota (PEEC)	Monongalia County Follow Through	SUNY/Oswego (CAM)	NOVA University	Virginia Comm. University (Developmental Instruction)
USOE/Sponsor/District Relationships	Sponsor/District Interaction	13) Sponsors should have a plan for continuously reassessing their approach's objectives and methods for meeting those objectives in light of the district's evolving needs and concerns.	○	○	○	—	○	●	○	○	○	●	○	○	◒	○	○	●	○	○
		14) A sponsor whose educational approach encompasses the whole child during the entire school day should prepare training materials for FT coordinators, teachers, and district providers to help them function cooperatively.	●	—	—	○	○	○	○	○	○	○	○	○	○	○	○	—	○	○
Training	---	15) Sponsors should prepare materials for pre- and inservice training that: address all essential features of the approach and their inter-relationships; focus on both the philosophy of the approach and practical applications; and minimize jargon.	●	○	◒	●	◒	●	◒	◒	●	○	○	○	●	○	◒	○	○	●
		16) Preservice and inservice training materials should be developed for all those who will be affected by FT (e.g., principals, teachers, aides, parents, etc.).	●	◒	◒	●	◒	●	◒	◒	●	◒	○	○	●	○	◒	○	○	●
		17) Training plans should include both sponsor and district staff as trainers.	●	◒	●	—	○	●	○	●	●	◒	○	○	○	○	○	○	○	●
		18) Sponsors should develop plans for extensive pre-service training prior to startup of classroom activities; preservice training for teachers who enter the program during the school year; formal inservice training at the beginning of and during the school year; and informal inservice activities ongoing throughout the school year.	●	●	◒	●	◒	◒	○	◒	●	●	○	○	●	○	◒	○	○	●
Evaluation	Measure Development	19) Sponsors who expect that their approaches will be evaluated on the basis of outcomes not measured by standardized achievement tests should negotiate this concern with USOE.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
		20) If sponsor-specific objectives are to be evaluated, sponsors need to select/develop appropriate materials.	●	◒	◒	●	●	●	○	●	●	○	○	◒	●	○	●	●	●	●
	Formative and Summative Evaluation Plans	21) Sponsors should develop explicit mechanisms for eliciting feedback from their districts as to the efficacy of their work in all areas.	○	◒	○	●	○	○	○	●	○	◒	○	○	○	○	○	○	○	●

KEY:

● Work in this area is sufficient to begin implementation.

◒ Some, but not enough work has been done in this area.

○ Little or no work has been done in this area.

— Not applicable.

— A dash is entered into a cell if the recommendation is not applicable to the approach. For example, some of the recommendations related to curriculum and materials are not applicable to the home-based approaches.

For the sake of brevity, the prose assessments of readiness for implementation do not discuss work that a sponsor has already completed (symbolized in Figures 7 and 8 by ●). Rather, the assessments concentrate on tasks/activities yet to be accomplished by the sponsor (symbolized in Figures 7 and 8 by ◒ or ○).

Figures 7 and 8 serve two main functions. First, they contain a complete sponsor-by-sponsor summary of readiness for implementation. By scanning down any given column, the reader can obtain a rough indication of the amount of development work that a potential sponsor has done and the amount remaining. It should be noted that none of the potential sponsors fully meets all of our recommendations. A range of factors enters into an explanation of why this is so. For example, some approaches are very well-developed over a limited grade range. Sponsors of such approaches [e.g., Appalachia Educational Laboratory (HOPE-II), University of Illinois (PEECH)] need to extend their already-developed programs to other grades. Other sponsors have done very little developmental work at any grade level (e.g., the Governor's State University bilingual education approach has never been implemented), while still others have been implemented in only one site and lack some of the experience and materials to work in a number of districts (e.g, Carbondale New School, Antioch-New England, and Nova University).

The second main function Figures 7 and 8 is that by scanning across columns the reader can see the extent to which certain program characteristics and implementation strategies have or have not been met by the group of potential new sponsors. For example, most potential sponsors have done at least some work in the areas of lesson preparation (4)*, specification of staff roles (8), specification of objectives (12), and development/selection of outcome measures (20). On the other hand, relatively little has been done by the potential new sponsors on providing guidelines for the selection of textbooks (3), continually assessing the degree to which the approach is meeting a district's needs (13), negotiating the use of non-achievement test outcomes with USOE (19), and obtaining ongoing feedback from districts (21).

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*The numbers in parentheses are keyed to the recommendations in Figures 7 and 8.

In closing, we should note that the recommendations we make and the standards we set for potential new sponsors are not easy to meet. Many of them are included precisely because they are the areas in which the current FT sponsors have traditionally had problems. We feel that if USOE is interested in funding new FT approaches, the group of 18 sponsors with whom we have worked offer some excellent opportunities.

4.3.1 Summary of Home-Based Approaches

Three applicants with home-based approaches were considered as potential new sponsors:

1) The Appalachia Educational Laboratory (HOPE-II),
2) Brigham Young University, and
3) The Cooperative Educational Service Agency (Portage).

The first two potential sponsors have served disadvantaged children in general, while the third targets handicapped children.

Approach:	Home-Oriented Primary Education (HOPE-II)
Sponsor:	Appalachia Educational Laboratory, Inc. Charleston, West Virginia 25325
Contact Person:	Edward E. Gotts (304)344-8371

Home-Oriented Primary Education (HOPE-II) is a school-based, home-oriented approach which is based on the belief that a child's learning takes place in three important environments--home, school and community. The HOPE-II process coordinates and unifies the learning potential of these settings. HOPE-II seeks to create a partnership between home and school in the preschool years and to continue this partnership throughout the early learning years. It also helps schools to build linkages with other community agencies which support family life and child development.

HOPE-II focuses on a broad spectrum of competencies, using them as a starting point to foster basic skills learning and for continuing social-emotional development. The HOPE-II program consists of five components: classroom, home visits, day care, parent discussion groups, and television. The Appalacia Educational Laboratory has developed and published a series of "Aids to Early Learning" instructional materials for classroom and home use.

The predecessor of HOPE-II (HOPE-I) was created in 1968 for preschool children in Appalachia who had no opportunity for formal preschool training. HOPE-II adapted and broadened the HOPE-I program to include kindergarten and first grade as well as preschool children, and will be field tested with second and third grade children in 1980. HOPE-II has been adopted in approximately 30 school systems in 15 states throughout the country, and particularly in 10 of the 13 Appalachian states.

- The sponsor has a wealth of curricular materials and feels that they can be used with any existing textbooks. The sponsor should give some guidance in this area by developing guidelines for the selection of texts and assembling a list of appropriate texts (1,3).
- The sponsor needs to modify some of the already-developed training materials for use in training district representatives (7).
- The sponsor should have a plan for continually assessing the fit between the approach and the district's needs (13).
- The sponsor needs to negotiate the use of non-achievement test outcome measures with USOE (19).
- The sponsor needs to develop mechanisms for eliciting feedback from districts (21).

Approach: Brigham Young University

Sponsor: Brigham Young University, Department of Child Development
and Family Relationships
Provo, Utah 84602

Contact Persons: Dr. Terence D. Olson and Dr. Owen W. Cahoon
(801)374-1211 x 2069

The Brigham Young University (BYU) approach is based on the belief that skilled parent involvement, particularly in social-emotional development, is essential to a child's learning, especially during the early childhood years. The BYU approach postulates that cooperation between the parents and the school results in an optimal, total development/learning environment.

The curriculum consists of 24 lesson plans prepared for parents and keyed to a sponsor-produced workbook and 32 tape programs entitled "Brushing Up On Parenthood." The program involves the students, classroom teacher, the parents, and a home visitor who maintains contact with the parents through visits to the home between the monthly parent lessons. There is no classroom component to the BYU approach.

This approach is targeted for the general population of children in the kindergarten age range, i.e., 3 1/2 to 5 year olds. The BYU program has been implemented in two locations in somewhat different versions: (1) as a mandatory part of the BYU lab school nursery/kindergarten, and (2) within the Carbon County (65 miles south of Provo, Utah) public schools. The Carbon County program was implemented under a three year development grant and included greater parent involvement than the original lab school version.

- The sponsor currently has materials prepared for parents of kindergarten children. These need to be extended for parents of children in grades 1-3, and the sponsor should determine whether their use is negotiable. Even though the sponsor asserts that teacher-made lessons must be unique by district, examples for teachers should be prepared ahead of time (1, 2, 4).
- The sponsor-level and district-level staffing patterns are appropriate for dealing with a single district. They need to be adapted for serving multiple districts (6, 8).
- Materials need to be prepared for teaching district representatives and members of a district's educational community about the approach (7, 11).
- The sponsor needs to specify objectives in more detail and should develop a plan for continually assessing them in light of a district's concerns (12, 13).
- The sponsor needs to further develop pre- and inservice training materials. Flexibility should be designed into the currently available training program so that teachers may be trained on an ongoing basis (15, 16, 17).
- The sponsor has used some non-achievement measures. Their use needs to be negotiated with USOE (19, 20).
- The sponsor should further develop mechanisms for obtaining feedback from districts (21).

Approach: The Portage Project Home-Based Model

Sponsor: Cooperative Education Service Agency 12
Portage, Wisconsin 53901

Contact Person: Mr. David E. Shearer (608)742-5342

The Portage Project is a home teaching program designed to serve multicategorical handicapped children from birth to six years of age, although it has also been implemented with older handicapped individuals (functioning at a 0 to 6 years level) and with normal and economically disadvantaged preschool and kindergarten children.

One of the fundamental premises of the Portage approach is that effective parent involvement is the main ingredient in long-term early childhood intervention. Within the Portage approach, the home is considered the natural learning environment for the child. Portage Project has two main objectives: to help develop the full potential of the child, and to teach parents to be effective teachers of their children. The Project follows a developmental approach to education of the child, assessing her/his present skill level, and targeting emerging skills as the materials to be taught. The teaching strategies employed are dependent on developmental theory in breaking down long-term goals into sequential substeps which can be taught successfully in one week.

Portage has been in operation in south central Wisconsin since 1969. Since 1972, the approach has been replicated in over 45 sites nationwide. Under varying auspices, training and technical assistance have been provided to hundreds of other programs which have adopted parts of the approach or adapted or modified the approach to fit their own needs. Other project activities include direct service components at two Head Start centers, training and technical assistance to Head Start centers and other training and dissemination activities.

- The sponsor has curriculum materials, guidelines for the selection of other materials, and lists of appropriate texts for ages 1-6. These need to be extended to all the FT grades (1, 3, 4).
- The sponsor needs to specify which staffing roles are critical and which are negotiable (9).
- The sponsor needs to define the role of additional adults in the classroom (10).
- The sponsor has orientation materials for all groups except parents. Given the parent-oriented focus of the approach such materials should be developed (11).
- The sponsor should develop a plan for assessing the fit between a district's needs and the approach (13).
- The sponsor has pre- and inservice training materials for use in a start-up year. Since FT is an ongoing program these materials should be modified for multi-year use (15, 16, 18).
- The sponsor has outcome measures for children ages 1-6. Additional materials must be selected/developed for the FT grades and their use should be negotiated with USOE (19, 20).
- The sponsor needs to develop mechanisms for obtaining feedback from districts (21).

4.3.2 Summary of School-Based Approaches Targeted to Special Populations

Six potential new sponsors have school-based approaches that serve children from special populations:

1) The Central Institute for the Deaf,
2) Child, Youth and Family Services (DEAL),
3) Early Recognition Intervention Network (ERIN),
4) Governor's State University,
5) University of Illinois (PEECH), and
6) Ohio State University (Directive Teaching).

Approach:	Early Education Parent Infant Language Training Program
Sponsor:	Central Institute for the Deaf St. Louis, Missouri 63110
Contact Person:	Dr. Audrey Simmons-Martin (314)652-3200

The Central Institute for the Deaf (CID) Early Education Parent Language Training Program addresses the needs of children under six years of age who are language delayed and/or have hearing impairments. The primary goal of this program is to initiate procedures that foster the acquisition of receptive and expressive oral language. A basic premise underlying this approach is that hearing-impaired children need the same kind of interaction with parents and other family members as hearing children, but that they need more intensive interaction and direct instruction. Thus, the CID Early Education approach grows directly out of theoretical and empirical research on normal child development processes.

The total CID Program includes two components: the Parent-Infant Program and the pre-primary nursery program. All of the curriculum materials and instructions are designed to help parents improve their general parenting skills and to understand normal child developmental processes, hearing, hearing impairments and hearing aids so that they become their own child's teacher, making use of everyday occurrences in their homes. In a home-like physical setting, the CID Program trains teachers and parents to use these materials as vehicles to teach concepts and language as it is normally used.

The CID Early Education program serves hearing-impaired children from birth to six years of age from all racial, ethnic, and socioeconomic backgrounds. At present the approach has been adopted in sites in 32 states and in several other countries. However, this adoption has been primarily in private institutions and university affiliated schools because of the lack of enabling legislation in states which would provide funds to assist with the education of handicapped children from birth until school age.

- The sponsor should specify which staffing roles are critical and which are negotiable (9).
- The sponsor needs to specify modes of interaction with districts given the FT context (14).
- The sponsor needs to negotiate the use of non-achievement outcome measures with USOE (19).
- The sponsor often interacts directly with parents rather than working through school districts. Children served are preschoolers, and the main object of the program is to have them mainstreamed in the public schools. The sponsor needs to negotiate with USOE as to the necessity for extending the program through the typical FT years of K-3.

Approach: Dual Educational Approach to Learning (DEAL)

Sponsor: Child, Youth and Family Services
Los Angeles, California 90057

Contact Person: Bea Gold (213)386-7780

The Dual Educational Approach to Learning (DEAL) is a program developed for the education of handicapped students. This approach begins with the assumption that no single approach to learning will meet the needs of all teachers, parents, and children. The DEAL program was therefore designed to provide handicapped students with the opportunity for a flexible and balanced educational experience. In contrast to some other programs for the handicapped, the educational philosophy of DEAL is based on developmental learning theories, rather than behavior modification or remedial educational principles.

The sponsor's objectives include basic skills development, the development of self-concept, and an active parent participation program. These objectives are attained through the organization of classroom and parent activities. DEAL is designed to use the existing basic skills curricula of adopting schools. DEAL staff have organized their techniques to be flexible and adaptable to these various curricula programs.

DEAL has been implemented since 1970 in the Sophia T. Salvin school, a public school in Los Angeles devoted to the education of handicapped students, preschool through sixth grade. The Salvin school is also the center of a replication and training effort which helps to disseminate all or part of the DEAL program to teachers, parents, and interested persons from Head Start agencies, public school children centers, public and private schools.

- The sponsor proposes to use existing textbooks and thus needs to set guidelines for their selection and recommend appropriate texts (1, 3).
- The sponsor needs to develop a plan to phase-in classroom change (5).
- The sponsor has portions of staffing, orientation, and training plans in place, but they all need further development (6, 7, 11, 15, 16, 17, 18).
- The sponsor needs to specify staffing roles that are negotiable (9).
- The sponsor needs to further define the approach's objectives and should develop a plan for continually assessing them in light of a district's concerns (12, 13)
- The sponsor should develop materials to help sponsor and district staff work cooperatively (14).
- The sponsor needs to negotiate the use of non-achievement test outcome measures with USOE (19).
- The sponsor needs to develop mechanisms for obtaining feedback from districts (21).

Approach: Early Recognition Intervention Network (ERIN)

Sponsor: Early Recognition Intervention Network
Dedham, Mass. 02026

Contact Person: Peter Hainsworth (617)329-5529

The Early Recognition Intervention Network (ERIN) is a comprehensive technology for matching the needs of young handicapped students with an appropriate educational environment. ERIN helps teachers integrate such children into mainstream early childhood/primary programs as well as teach more severely handicapped children in special classroom/home-based programs. While it includes specific curriculum components, it is primarily a way of organizing and extending an existing program to be more atuned to the special needs and learning styles of handicapped students. Consequently, ERIN places an emphasis on child and classroom assessment, and has developed a broad range of evaluation instruments to be used by teachers and specialists in the classroom.

ERIN staff are concerned with the handicapped students' development of skills in three areas: (1) participation and social skills; (2) information processing skills--which include body awareness and control, visual-perceptual-motor skills, and language skills; and (3) symbolizing skills--including language arts and math ability.

ERIN has been adopted for use primarily with handicapped students in Rhode Island public preschools. Fifteen Massachusetts early childhood and kindergarten sites implemented ERIN from 1975-78, and current work focuses on participation in the BEH Outreach and Personnel Preparation Projects replication efforts in seven Massachusetts sites and site clusters in Rhode Island, Connecticut, New Hampshire, Pennsylvania, and Puerto Rico.

- The sponsor has curriculum materials to supplement a district's existing textbooks. Guidelines for the selection of texts and lists of appropriate texts should be developed (1, 3).
- The sponsor needs to extend the currently-available weekly program units through grade 3 (4).
- The sponsor needs to make currently-available training materials applicable to the community-at-large (11).
- The sponsor needs to develop materials to help district and sponsor staff function cooperatively (14).
- The sponsor needs to extend current training plans so that they will be available for a multi-year period of implementation (18).
- The sponsor should negotiate the use of non-achievement test outcome measures with USOE (19).
- The sponsor needs to develop mechanisms to elicit feedback from districts (21).

Approach: Governor's State University Bilingual/Bicultural Education Program

Sponsor: Governor's State University
College of Human Learning and Development
Park Forest, South Illinois 60466

Contact Person: Dr. Vinicio Reyes (312)534-5000

The Governor's State University Bilingual/Bicultural Education Program is a model for training teachers and administrators for bilingual/bicultural education programs. Its administrators and faculty have worked closely with the Chicago public school districts and other school districts as a means to provide practicum experience for university students and to assist school districts in complying with state and local laws requiring bilingual/bicultural education.

The philosophy and goals of the professional training programs are integrated with the sponsor's ultimate goal of providing a comprehensive bilingual/bicultural education program. The sponsor believes that teachers and administrators must be bilingual in Spanish and English in order to implement sound and effective bilingual programs.

This approach has not been formally implemented as a bilingual/bicultural education program for children. Governor's State University defines its role of serving the Latin community in terms of program development leading to certification of Latino educators and administrators. The Bilingual/Bicultural Program works closely with six LEAs that are nearby or adjacent to the University.

- The approach has never been implemented in a school setting. The sponsor estimates that four years will be required for full development. All the recommendations for sponsor-related activities would have to be addressed for this approach. The sponsor does have a range of pre- and inservice materials that could be adapted for use in FT (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21).

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Approach: Precise Early Education of Children with Handicaps (PEECH)
Sponsor: University of Illinois
Institute for Child Behavior and Development
Champaign, Illinois 61820
Contact Person: Dr. Merle B. Karnes (217)333-4890

The Precise Early Education of Children with Handicaps (PEECH) approach was developed as a model preschool program for the total education of multiply-handicapped children ages 3-5. The PEECH philosophy specifies several characteristics as being necessary for the effective education of handicapped/ disadvantaged children: (1) an effective educational program must provide a structured learning environment for individualized instruction based on stages of development (cognitive, motor, self-help and social/ emotional); (2) language and information processing skills are critical to all further development, and should therefore be emphasized; (3) the family should be involved in the educational process; and (4) teaching should be game-oriented and make consistent use of positive reinforcement.

The overall objective of PEECH is to assist each child in developing her/his full educational potential (1) by promoting cognitive, social, emotional and motor development and the acquisition of effective language and information processing skills, motivation conducive to learning, and a positive self-concept; (2) by encouraging parental participation; and (3) by enhancing (educational) staff competencies.

From 1970 to 1979, PEECH has been implemented in over 100 settings (including Head Start, day care, and public and private preschools) with preschool handicapped children. Curriculum materials and activities and assessment instruments have been and are being extended to include older children.

- The sponsor has guidelines, lists of texts, and lesson plans for the preprimary years. These need to be extended to the FT grades (1, 3, 4).
- The sponsor needs a plan to phase-in classrom change in the later FT grades (5).
- The sponsor has a wealth of staffing, orientation, and training materials and plans. These need to be adapted both for wider use in the district's general education community, and for use in all of the FT grades (7, 11, 15, 16, 18).
- The sponsor needs to specify objectives for the later FT grades (12).
- The sponsor needs to develop a plan for assessing the fit between the district's needs and the approach (13).
- The sponsor should develop a plan to help district and sponsor staff work cooperatively (14).
- The sponsor needs to negotiate the use of non-achievement test outcome measures with USOE (19).

Approach: Directive Teaching Model (D-T)

Sponsor: The Ohio State University
Academic Faculty for Exceptional Children
Columbus, Ohio 43210

Contact Person: Thomas M. Stephens (614)422-8787

The Directive Teaching (D-T) approach is a structured instructional system based on the principles of behavior modification, reinforcement theory, feedback theory and cybernetics. The D-T philosophy stresses the importance of consistent and systematic reinforcement and role modeling within the child's learning environment.

The program's primary goal is to teach basic skills--reading, mathematics and social skills--to children within the classroom. To meet this goal the sponsor has developed a highly structured instructional management system. Teachers are taught specific skills which enable them to be effective in academic and social instruction while simultaneously responding to classroom management concerns. Parents are encouraged to support the child's learning by providing positive reinforcement and role models within the home. By being involved in goal setting and internalizing controls learned through parent and teacher supplied reinforcements, the child learns self-management as well as basic academic skills.

The D-T approach has been implemented in kindergarten through high school level classrooms and in diverse learning environments, from large, structured public school classrooms to small, less formal home-based programs. Economically disadvantaged students formed a majority of the target populations in the Baltimore inner city schools, in the Thurber school in Columbus Ohio, and among the Lakota Sioux in South Dakota. In Ohio, D-T has experienced broader exposure and provided extensive teacher training services.

- The sponsor has developed an instructional management system from a review of several basal series and is thus acquainted with and knows the apppropriateness of many texts for the approach. The sponsor needs to continue this work by specifying guidelines for the selection of texts and compiling a list of appropriate text (1, 3).
- The sponsor should have a plan to phase in the preferred classroom structure which consists of devoting the morning to basic skills instruction (5).
- The sponsor needs to specify which of the defined staffing roles are negotiable (9).
- While a range of training materials have been prepared, the sponsor needs to focus more on training for the community at large (11).
- The sponsor should develop a plan for assessing the fit between what is offered by the approach and a district's needs (13).
- The spoonsor needs to prepare materials to help sponsor and district staff function cooperatively (14).
- The sponsor needs to negotiate the use of non-achievement tests for evaluation purposes with USOE (19).
- The sponsor needs to develop mechanisms to obtain feedback from districts (21).

4.3.3 Summary of School-Based Approaches Serving Disadvantaged Children

Nine potential new sponsors have school-based approaches that are targeted to the general population of disadvantaged children:

1) Antioch, New England,
2) Carbondale New School,
3) Central Washington University,
4) Los Angeles Unified School District (LBC),
5) University of Minnesota (PBEC),
6) Monongalia County Board of Education,
7) State University of New York at Oswego (CAM),
8) Nova University, and
9) Virginia Commonwealth University (Developmental Instruction).

Approach: Antioch-New England

Sponsor: Antioch-New England Graduate School/Harrisville School
Keene, New Hampshire 03431

Contact Person: David Sobel (603)357-3122

The Antioch-New England approach is a synthesis of the program at the Harrisville School and the preservice and inservice education which exist in Antioch-New England's Elementary Education and Developmental Teacher Consultant programs. This approach is grounded in developmental psychology and its curriculum reflects the belief that a child's affective and cognitive growth follow well delineated sequential stages.

At the Harrisville School children express themselves through dance, visual arts, three-dimensional modeling and sign language as well as the conventional means of mathematics and writing. Accentuating the uniqueness of each individual and fostering productivity, confidence, self-direction, discipline and problem solving are major concerns of the sponsor.

The Antioch-New England program has been tested for seven years at the Harrisville School located in Harrisville, New Hampshire, and serves children aged 4-9 from pre-K through third grade. The student population includes average children, low-income children, and children with special needs--including physically handicapped, mildly mentally retarded, emotionally disturbed, learning disabled and gifted.

- The sponsor needs to add to the currently-existing list of acceptable texts, curriculum materials and lesson plans (3, 4).
- Although the sponsor has trained personnel available to serve as district representatives during the first years of implementation, a training package should be developed for new district representatives (7).
- The sponsor needs to determine which staff roles at the district level are critical and which are negotiable (9).
- The sponsor needs to develop a more extensive set of practice-based, jargon-free materials for helping the community become knowledgeable about and understand the program (11).
- The sponsor needs to specify the approach's objectives in more detail (12).
- The sponsor needs to develop materials to train school and sponsor staff in ways to work cooperatively (14).
- The sponsor needs to further develop pre- and inservice training materials. Flexibility should be designed into the currently available training program so that teachers may be trained on an ongoing basis (15, 16, 17).
- The sponsor shold select/develop sponsor-specific outcome measures and negotiate this concern with USOE (19, 20).
- The sponsor should further develop mechanisms for obtaining feedback from districts (21).

Approach: Carbondale New School

Sponsor: Carbondale New School
Carbondale, Illinois 62901

Contact Person: Janice Kurtz-Weiss (618)457-4765

This approach is sponsored and implemented by the Carbondale New School (CNS), an alternative private school. The school was founded by a group of parents, primarily Southern Illinois University (SIU) faculty who were dissatisfied with the Carbondale public schools and whose children would have attended the University lab school, had it remained open. Thus, the CNS philosophy is to provide an alternative to public education.

The CNS approach teaches to the curriculum objectives used by the public schools, and uses standard basal texts as the instructional core for all subject areas. The CNS instructional process, including presentation of the curriculum, requires (1) flexibility, (2) ongoing experimentation with instructional methods, (3) almost one-to-one individualized instruction, and (4) immediate response and adjustment to the individual child.

This approach has been implemented in one site, the Carbondale New School, in grades K-8. Roughly two-thirds of the students are from families connected with SIU. Although a small number of students are on scholarship, the majority are from middle and upper-middle socioeconomic backgrounds. In spite of this SES constriction, the CNS approach has apparently been implemented with children having a fairly wide range of academic achievement and ability.

- Prior to implementation in FT, the sponsor needs to first resolve the issue of whether or not the CNS approach is appropriate for a public school setting. Second, the sponsor will need to decide upon the details of the approach which is to be replicated. Finally, the sponsor needs to consider all the implementation issues and develop strategies to address them (1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21).

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Approach: Central Washington University Children's School

Sponsor: Central Washington University
Washington Center for Early Childhood Education
Ellensburg, Washington 98926

Contact Person: Jacqueline T. Bates (509)963-1601

The Central Washington University Children's School (CWU) functions as part of the Washington Center for Early Childhood Education, which is primarily a program to train early childhood education teachers. The educational program implemented by CWU in the Children's School is a modified language experience curriculum combined with an emphasis on encouraging children to make choices and to express these choices through the vehicle of play. This approach is child-centered in nature, with important influence coming from open education, the British Infant Schools, and from child development theory.

The CWU program focuses on the child's development of basic skills and fosters the parents' participation in this process. Classroom materials include existing curricula and teacher-made activities. The instructional program includes: language, computational skills, perceptual-motor skills, the physical environment, human and societal studies, creative language and movement, art, and music. Parents are involved in the classroom as volunteers and as aides and through participation in the Parent Advisory Committee.

The target population of this program is all children. The CWU program has been implemented within the lab school setting, where about one third of the students fall below the poverty level. No other replications or field tests have been conducted.

- The sponsor has guidelines for selection of materials but needs to assemble a list of texts, curriculum materials, and lesson plans that meet those guidelines (3, 4).
- The sponsor has only worked with one school district and needs to develop a complete package for the implementation process including pre- and inservice training materials for sponsor and district staff (5, 7, 11, 13, 14, 15, 16, 17, 18).
- The sponsor should specify which staffing roles are critical and which are negotiable (9).
- Although the sponsor has listed many long-term objectives, further work is needed to specify short-term objectives (12).
- The sponsor has developed/selected some non-achievement outcome measures. This work should be continued and the use of such measures should be negotiated with USOE. Further work should also be done on mechanisms for obtaining feedback from districts (19, 20, 21).

Approach: Linguistics of the Black Child (LBC)

Sponsor: Educational Linguistics Inc.
Los Angeles City Unified School District
Project Follow-Through
Los Angeles, California 90019

Contact Person: Howard M. Holt (213)749-7501

Linguistics of the Black Child (LBC) is an approach to education using a linguistic (language) difference concept. This concept infuses linguistic strategies into the existing school affective and cognitive curricula. Emphasis is placed upon social interaction, personality adjustment, the language arts experiences within the classroom environment and relates to the Black child's communication style as it develops from the home to the school community. The linguistic approach provides continuity in the child's communication and self-expression skills in kindergarten through third grades. It further provides a foundation for the child to make the transfer from his dialect to standard language, a process that is crucial to his academic as well as personality adjustment in an educational setting.

The philosophy of LBC addresses both the cultural ("sociolinguistic") and the educational ("psycholinguistic") needs of the children it serves. Underlying the cultural aspect of the philosophy is the belief that one must accept the speech patterns, affective state, and past cultural experiences the child brings into the classroom. The educational philosophy of the program emphasizes oral language and cognitive development.

LBC is currently implemented as a FT approach in 14 classrooms distributed across 8 Los Angeles schools. Two classrooms are primarily Hispanic, and there are non-Black students in all of the others. Although the LBC approach currently concentrates on the linguistic problems of Black students, the sponsor does not maintain that Black children are the only target population.

- The approach can be implemented with a district's current curriculum materials, and the sponsor has experience with a range of texts. It is still necessary to specify guidelines for appropriate texts and to compile a list of such texts (1, 3).
- The sponsor needs to develop a staffing plan for implementation in other districts. Current training materials should be adapted for the training of district representatives (6, 7, 9).
- The sponsor needs to further specify the approach's objectives (12).
- The sponsor is very flexible in fitting the approach to the needs of the community. This should be formalized in a plan for assessing the extent to which the approach is serving the district's needs (13).
- The sponsor needs to develop materials to integrate FT's comprehensive services with the classroom component (14).
- The sponsor should incorporate district staff as trainers in their implementation plans (17).
- The sponsor needs to negotiate the use of non-achievement tests as outcome measures with USOE (19).
- The sponsor needs to develop mechanisms for obtaining feedback from districts (21).

Approach: Primary Basic Experience Curriculum (PBEC)

Sponsor: University of Minnesota College of Education
Department of Curriculum and Instruction
Minneapolis, Minnesota 55455

Contact Person: Harlan S. Hansen (612)373-2285

The Primary Basic Experience Curriculum (PBEC) approach provides an alternative to the traditional modes of presenting kindergarten through third grade curricula. The theoretical and philosophical basis of PBEC is eclectic, representing a synthesis of the work of numerous philosophers and educators, and findings from empirical research in child development, learning processes in early childhood, and educational practices.

PBEC emphasizes basic skills (reading, mathematics, spelling, handwriting, etc.), which are formally taught in the traditional manner established by school districts, for one hour each day. However, the PBEC approach is designed to integrate teaching of the basic skills into all other curriculum areas and to establish a one-to-one correspondence between classroom activities and the world outside. This is accomplished by adapting curriculum materials to the problem solving and inquiry approach, establishing a structured daily schedule which ensures that all curriculum areas are covered each day, and maintaining a classroom environment structured according to the sponsor's guidelines. Parent and community involvement are also essential elements of this program.

The approach has been implemented in kindergarten through the third grade in two St. Paul-Minneapolis schools (and through the fourth grade in one school), which serve heterogeneous racial, ethnic and socioeconomic populations. The approach is currently being extended through the sixth grade.

- Rather than setting guidelines for the selection of materials or providing a complete curriculum package, this sponsor spends a pre-implementation year adopting each district's curriculum to fit the approach. For this reason we have marked the first three recommendations as not applicable (1, 2, 3).
- The sponsor has materials and lesson plans for grades k and 1. These need to be extended for grades 2 and 3 (4).
- The sponsor has developed some orientation and training materials. These need to be extended and developed for all participating groups (7, 14, 15, 16, 17, 18)
- The sponsor should specify which staffing roles are negotiable (9).
- The sponsor needs to specify the approach's objectives in more detail and should develop a plan for continually assessing them in light of a district's concerns (12, 13).
- The sponsor needs to develop/select outcome measures and negotiate the use of non-achievement tests with USOE (19, 20).
- The sponsor needs to develop mechanisms for eliciting feedback from districts (21).

Approach: Monongalia County Follow Through

Sponsor: Monongalia County Board of Education
Morgantown, West Virginia 26505

Contact Persons: Barbara Starcher and Marie Alsop (304)296-8261

Monongalia County Follow Through (MCFT) coordinates school, family, and community resources in an effort to serve the "whole child" through new instructional approaches, health and social services, parent involvement, and extensive staff development. Based on the belief that children are individuals, differing in development physically, socially, emotionally, and intellectually, this approach seeks to give children the best possible chance to grow in these areas.

Instructional methods emphasize the basic skills and go beyond this to foster the attitudes and build the skills that make learning an adventure and enhance the child's development of a positive self concept. One of the essential elements of the MCFT instructional program is the implementation of a diagnostic approach to reading programs designed and developed by its teachers and staff--the Comprehensive Approach to Individualized Reading.

With the support and endorsement of the Monongalia County Board of Education, MCFT has functioned as a self-sponsored FT site. The MCFT approach has been in operation in 11 classrooms within three schools since 1969. The three schools are located in Morgantown, West Virginia: one within the city and two in outlying rural areas. Approximately 275 children, at least half from low-income families, are served by this FT program in first through third grade.

- The sponsor has developed extensive materials to supplement in-place curricula. Guidelines for the selection of appropriate texts, and lists of such texts need to be specified. The sponsor needs to reincorporate the previously implemented math component into the approach and must complete extension of the approach into kindergarten (1, 3, 4).
- The sponsor has orientation and training materials for the approach's reading component. These must be fully developed for the math component (7, 11, 15, 16, 18).
- The sponsor needs to specify which staff roles are negotiable (9).
- The sponsor has reading objectives but must specify objectives for the math comnponent of the approach (12).
- The sponsor should develop a plan for assessing the extent to which the approach is meeting a district's evolving needs (13).
- The sponsor has an appproach which integrates classroom, home, health and social services, etc., and thus needs to develop materials to help sponsor and district staff work cooperatively (14).
- The sponsor's training plans should include district staff as trainers (17).
- The sponsor should negotiate the use of non-achievement tests as outcome measures with USOE (19).
- The sponsor needs to develop mechanisms for obtaining feedback from districts (21).

Approach: Comprehensive Achievement Monitoring Model (CAM)

Sponsor: State University of New York at Oswego,
College of Arts and Sciences
Oswego, New York 13126

Contact Persons: Lawrence A. Kiley and John J. Reading (315)341-2264

The Oswego Comprehensive Achievement Monitoring Model (CAM) is a fully operational approach to managing instruction, and has been formally adopted by a school board and district administration. The sponsor's philosophy is that a systems approach to the management of instruction will produce the most effective instructional environment. The CAM approach allows many valid approaches to instruction and encourages teacher creativity and decision-making. It focuses on indiviidualized instructional diagnosis for the students while preserving a high degree of prescriptive autonomy and flexibility for the individual teacher and principal.

The CAM approach encompasses both reading (grades K-8) and math (grades 2-8). Aside from the instructional objectives and related criterion-referenced tests for each grade level, there are no system-specific subject matter or materials. CAM is a classroom instructional approach which makes use of whatever curriculum the adopting district, school, or teacher wishes to teach and whatever materials are available. By choice, the sponsor has not extended the math component downward into grades K-1. At these grade levels, children do not receive math instruction as such, but rather concentrate on a variety of math readiness activities and conceptual learning, most of which is picked up in the reading component.

CAM has been implemented in five elementary schools and one middle school for the past three years. These schools serve a range of children including the economically disadvantaged, specifically, Title I children.

- The sponsor relies heavily on a detailed set of objectives and associated criterion-referenced tests. While these have been developed, the sponsor needs to set guidelines for selection of texts that can best be used with the approach, and should compile a list of recommended texts. Further, the math portion of the approach needs to be extended downward to grades k and 1 (1, 3).
- The sponsor needs to develop a complete package for the implementation process including pre- and inservice training materials for sponsor and district staff (7, 11, 15, 16, 17, 18).
- The sponsor should negotiate the use of their criterion-referenced tests and other non-achievement measures with USOE (19).
- The sponsor needs to develop mechanisms for obtaining feedback from districts (21).

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Approach: **The University School**

Sponsor: Nova University
Ft. Lauderdale, Florida 33314

Contact Person: Leonard A. Tomasello (305)583-6185

The NOVA approach is based on a personalized learning philosophy and on the assumption that all students are creative and should be treated as "gifted" pupils. The purpose of the approach is to motivate the students to assert their creativity through basic skills. Therefore, the sponsor's objectives include the development of basic skills and their integration into classroom activities which reinforce these basic skills in a creative manner.

The University School is student-centered and individualizes learning activities around interest centers in the school and in the community. Its success is based on the commitment of all phases of its school program to fostering a continuing positive interaction between itself and the community.

The approach has been implemented in the lab school (the University School) of Nova University (preK-12) since 1971. At present, the school's K-3 component includes 12 teachers serving 230 students, 20 of whom are Head Start pupils. Most of the students are supported by tuition; 30 non-tuition pupils are supported by Head Start and the school.

- The sponsor has partially developed guidelines for the selection of curricular materials. These need to be completed and a list of appropriate curricula should be compiled. Lesson plans for teachers to use during the initial year of implementation have been partially developed and must be completed (1, 3, 4).
- The sponsor needs to develop a plan to phase-in classroom change (5).
- The sponsor needs to develop a complete implementation package including definition of staff roles, orientation and training materials, and plans for training (6, 7, 9, 11, 13, 14, 15, 16, 17, 18).
- The sponsor needs to specify the approach's objectives in more detail (12).
- The sponsor should negotiate the use of non-achievement outcome measures with USOE (19).
- The sponsor should develop mechanisms for obtaining feedback from districts (21).

Approach: **The Developmental Instructional Model (DI)**

Sponsor: Virginia Commonwealth University
Department of Elementary Education
Richmond, Virginia 23284

Contact Person: Joan Fulton (804)257-1324

The Developmental Instruction Model (DI) is an instructional approach which seeks to combine the Piagetian cognitive theory and language development theories. DI structures the process by which students learn in order to teach thinking processes or cognitive skills as well as the usual basic skills. The basic skills, while important in themselves, are seen as vehicles for teaching the cognitive skills. DI focuses on the instruction of classroom teachers rather than the direct instruction of children. It provides the teachers with the framework by which they can organize their daily instruction and develop appropriate basic skills and cognitive skills tasks.

DI focuses on the curriculum areas of reading, language arts, and math; it could be applied to other curriculum areas such as science or social studies. The DI approach can be applied to whatever reading, language arts, and math programs or curricula an adopting school system or school has chosen to implement.

The DI approach has been developed to target disadvantaged low achievers, specifically, Title I-type children, in grades K-6. It has been field tested in one Title I school in Henrico County, Virginia, for one school year (1978-79). DI will continue to be implemented in this school in 1979-80 and will also be introduced into two additional sites--a rural school in Virginia, and a private church-related school.

- The approach uses existing curriculum materials within each district. The sponsor thus needs to develop guidelines assessing the appropriateness of several texts for the approach and should compile a set of recommended texts (1, 3).
- The sponsor relies on parents to construct "manipulative teaching materials." Some of these should be prepared ahead of time for use during initial implementation (4).
- The sponsor should develop a plan to phase-in classroom change (5).
- The sponsor needs to specify which staffing roles are negotiable (9).
- The sponsor needs to develop a plan for assessing the fit between a district's needs and the approach (13).
- The sponsor needs to prepare materials to help sponsor and district staff function cooperatively (14).
- The sponsor needs to negotiate the use of non-achievement outcome measures with USOE (19).

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APPENDICES

APPENDIX A

Schedule of AAI/FT Sponsor Meetings

Date	Place	Invited Sponsors
October 25, 1978	New York, NY	Bank Street* Fordham Prentice-Hall
October 30, 1978	Denver, CO	Far West Labs (did not attend) SEDL* U. of Arizona U. of North Dakota U. of Oregon* U. of California at Santa Cruz (did not attend)
November 1, 1978	Cambridge, MA	U. of Kansas*
November 3, 1978	Atlanta, GA	Clark College Georgia State Hampton Institute U. of Georgia U. of North Carolina*
November 6, 1978	Detroit, MI	High/Scope* Northeastern Illinois Pittsburgh
January 26, 1979	Newton, MA	EDC

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*Site-visit sponsor

Sample Letter to Sponsors

ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TWX: 710-3201382

October 23, 1978

Dr. Mary Christian
Box 6499
Hampton Institute
Hampton, Virginia 23668

Dear Mary:

We really appreciate the positive support which you gave to us so willingly at the conference in Clinton and in subsequent telephone conversations as we have made arrangements for our upcoming meetings. We look forward to the opportunity this project provides to synthesize many of the implementation lessons learned in Follow Through during the last decade in order to help USOE prepare for the future.

On page 27 of our proposal we summarized our preliminary thoughts about the general features and strategies essential to Follow Through implementation. We realize that Follow Through models differ along a number of dimensions, and that, therefore, each model will probably have a somewhat different list of essential features and strategies. As you review our proposal (especially pages 16 to 35) please think about the following five issues which we present briefly below and which will form the basis of our discussions at the AAI/sponsor meetings.

Please think about the features which you consider to be essential to the implementation of your model. We would appreciate your being as specific as possible. For example, if classroom curriculum materials are essential, do those materials include arithmetic textbooks? Tests? Guides for teachers? As another example, it may be that the process of implementation is an essential feature. What are the critical elements of that process? A model representative on-site once a month? Bi-weekly staff sessions?

Regarding each of these essential features, do you advocate its strict adoption, or do you envision adaptation which may be specific to any given district/school/teacher? For example, if you have a set of curriculum materials, you may have a specific method of presentation which you wish that the teacher adopt. On the other hand, you may have a preferred method which you suggest, but would rather have the teacher adapt this method to her own style of presentation.

What strategies did you use to implement these features when you first introduced your model into FT sites? What strategies do you use now, and why have you changed (e.g., what were the problems which arose and caused you to change your strategy)? Are you satisfied with your current strategy? Do you think it should be changed? How?

What strategies do you recommend for enhancing the probability of successful implementation of a model into a new site? For example, what are the appropriate roles of supervisory staff? Someone has recommended that the FT coordinator be of equal stature with a school building principal. Someone else suggested that the sponsor should have the authority to hire the FT coordinator.

Part of our work will focus on a search for potential new FT models and an assessment of their readiness for site implementation. Although such models will be at various stages of development, we need to begin to develop an idea of the length of time required and the amount and type of resources which might be needed to get a new model ready to participate in FT. We would like to have you share with us your perceptions of the type and amount of resources which are required to get a model into the classroom. One concept of model implementation might require that after a model has been tried out in one or two classrooms in a lab school it needs to be tried out for a year in a single non-lab school, during which time modifications will take place. After that it might need to be tried out in a similar manner for a year in two additional sites, during which time strategies for implementing the model in distant sites are developed and modified. Is such a concept of model development reasonable? What other strategies do you suggest?

We have included a copy of our schedule of AAI/Sponsor meetings. Bob St.Pierre and I will attend each meeting. A third AAI staff member will also be present. Jerry Burns, Dan Ozenne and Mary Ann Scheirer of USOE each plan to attend at least one meeting.

As I discussed with you on the telephone, we plan to visit two sites for each of six sponsors. We have tried to select those sponsors to be representative on a number of different dimensions. Those sponsors whose sites we shall visit are Bank Street, Fordham, High/Scope, Kansas, North Carolina, and SEDL. One sponsor whose sites are not being visited has asked that its sites be given the opportunity to respond to our site-oriented concerns via the mails. We will be sharing our site-oriented concerns with each of you shortly. If you wish to discuss them with your sites, please feel free to do so. If people in your sites would like to respond by mail or telephone, please let them know that we welcome such input. If these responses are to be used as input to our paper on essential components (due December 15) we need to have them by November 15 at the latest. We emphasize that we are not asking for sites to respond, but rather we are offering them the opportunity to do so if they wish.

Thanks again for your support. We look forward to seeing you soon.

Sincerely,

Betty Proper

Betty Proper

BP/sc
cc: Jerry Burns
Enclosure

APPENDIX B

Sites Visited by AAI

Sponsor	Sites
Bank Street	Tuskegee, AL New York, NY
Fordham	Atlanta, GA New York, NY
High/Scope	Leflore Co., MI Ozarks, MO
Kansas	Trenton, NJ Philadelphia, PA
North Carolina	Yakima, WA Richmond, VA
SEDL	Corpus Christi, TX Tulare, CA

Sample Letter to Sites

ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TWX: 710-3201382

October 31, 1978

Ms. Virgie Binford
Follow Through Program
301 North 9th Street
12th Floor City Hall
Richmond, Virginia 23219

Dear Virgie:

Thank you for your willingness to participate in our Study of Implementability. It is exciting to be involved in a study which is arousing as much interest as this one. Over the next several months, we at AAI will be working very hard to hear and to understand what sponsor and district people tell us and to synthesize and use that information in a way that demonstrates our understanding both of the phenomena and concerns which are similar across all sponsors and districts and of the phenomena and concerns which are unique.

The Implementability Study is one of two Follow Through studies which we at AAI are undertaking for USOE during the next several months. The other is the Study of Later Effects, directed by Bob Goodrich. He will be working through the sponsors to determine what types of pupil data are available to assess possible "delayed" or "later" effects of Follow Through models. In addition to determining the types of data which are available, Bob Goodrich and his staff will also be developing a variety of alternative methods by which such data might be analyzed.

Bob St.Pierre is the AAI Project Director and as such is responsible for our overall contract with the government. He will be involved in both the Implementability Study and the Later Effects Study. If you have any questions about the Implementability Study and cannot reach me, always feel free to contact Bob St.Pierre. Either of us can be contacted at (617) 492-7100.

Many different groups (sponsors, districts, evaluators, USOE) have been involved with Follow Through across the last decade. While the main purpose of the program has been and will remain to find better ways to improve the life chances of disadvantaged children, those of us who have come in contact with Follow Through have learned many lessons which we can apply to other situations. One of those lessons is that the implementation of a Follow Through model into a variety of different locations is a complicated process. At this point in time, no one knows whether there will be new Follow Through models sometime in the future. However, there will definitely be other new educational programs of some type being

AN EQUAL OPPORTUNITY EMPLOYER

introduced into diverse locations around the country. One focus of our work in the Study of Implementability is to determine what has been learned about the process of implementation in Follow Through. (Although I could not find the word 'implementability' in my dictionary, I have chosen to call the study "The Implementability Study" in order to remind all of us that we are not trying to find out whether Follow Through has successfully implemented its programs, but rather, we are trying to find out what is needed in order to implement an educational program such as Follow Through in a number of different locations around the country.)

The three major objectives of the Implementability Study are:

1. to describe the components that a model must have to be functional within Follow Through;
2. to develop the methodology and criteria for estimating the stage of development necessary for each model component before actual implementation in Follow Through; and
3. to develop a list of new, revised, or extended models for possible participation in a new Follow Through experiment. Estimates of readiness for participation will be supplied based on the criteria described in the second objective.

In order to determine what the essential components (features and strategies) are which a Follow Through model must have to be implemented, we will be talking with both sponsor and district personnel. Original plans called for our meeting with five sponsors and ten Follow Through districts (two for each of the five sponsors) to discuss what people at the sponsor's shop and people in the districts considered to be essential features and strategies for implementation. At the sponsor conference in Clinton, Michigan in early October, the sponsors indicated that they were all very eager to take part in our work and suggested that if we held group meetings in several central locations rather than visiting only five individual sponsors, more of them would be able to participate. We have, therefore, set up four such meetings (New York, Atlanta, Detroit, and Denver) and almost all of the sponsors are going to be able to attend one of them. Bob St.Pierre, myself, and a third AAI staff member are attending each of these meetings. We expect that someone from USOE will also be able to participate in each of these meetings.

Our final plans for district visits are to visit two districts for each of six sponsors. The six sponsors whose districts we plan to visit are Bank Street, Fordham, High/Scope, Kansas, North Carolina, and SEDL. We have selected these models so that they are representative of all of the models across a number of different dimensions. For North Carolina, we plan to visit you and Yakima, Washington. As I discussed with you on the telephone, John Doucette and Sue Thompson are the senior AAI staff members who will be visiting both districts. John will join Bob and me when we meet with North Carolina in Atlanta.

In the sponsor meetings, we are discussing what each sponsor considers to be essential for the implementation of their model. For example, one sponsor may consider specific curriculum materials (perhaps a textbook series) and a specific method of presentation to be essential to his/her model. In addition to having a set of textbooks prepared, such a sponsor would need to have designed the teaching method and have developed and prepared plans and materials for instructing teachers in that teaching method.

A second sponsor may also consider specific curriculum materials to be essential, but may view the method of presentation as being optional. Such a sponsor would need to have textbook and teaching strategies prepared. However, there might be several plans for instructing teachers in the use of the materials.

Another sponsor may consider that a specific set of curriculum materials is not an essential feature of the model. In this case the key may be the method by which teachers make their presentation. Still another sponsor may consider that an essential feature of his/her model is the way that the teacher interacts with the pupils in the everyday learning process. Such a sponsor may be willing to work with whatever curriculum materials are used within the system, but may be very insistent about the way the teachers come to use these materials. Still other sponsors may not focus on the classroom at all, but rather may focus on activities with parents.

Whatever it is which sponsors consider to be the essential features of their models, they have had to examine their beliefs about a wide range of features including subject matter and curriculum materials, physical structure of the classroom, instructional staff, the types of teacher/pupil interactions to be fostered, and the types of knowledge and understandings required for the implementation of the model.

Similarly, sponsors have had to consider the strategies or techniques which are most appropriate for implementing those essential features. They have had to consider the type and amount of in-service training required, types of resources required and methods to assure their presence, and the most effective ways to obtain feedback from the districts.

As we tried to point out in our simplistic examples above, each sponsor has come to grips with these and other issues, has devised his/her own set of essential features, and has developed strategies to implement those features.

We expect to find some essential features and strategies which are common across all sponsors and others which are unique by sponsor. We expect that a sponsor's districts will share some of his/her perceptions about what the essential features and the essential/effective strategies will be.

We also expect, however, that the perceptions of people within the district will not mirror precisely the perception of the sponsor. It is through listening to a number of different people with different frames of reference that we hope to develop an understanding of those features and strategies which are essential to the implementation of a Follow Through model in a number of different and diverse locations.

Some of the concerns already identified by districts include the amount and type of sponsor assistance; the types of commitments to the model required of district, school, and teacher; the relative importance and viability of various program features such as comprehensive services, classroom instruction, and parent involvement; and the contractual arrangements which are required. We will be interested in your thoughts and perceptions about these and other topics related to the process of implementation of an educational program such as Follow Through.

As I mentioned on the telephone, John and Sue will want to talk with people who have been involved with your Follow Through project and who would be willing to share their thoughts and concerns about the process of implementing a program such as Follow Through into school districts. I would expect, in addition to yourself, that these people might include district personnel who have been involved with Follow Through, staff developers, principals, teachers, and parent coordinators. It would be especially helpful if they are able to speak with some who have been with the project since its inception in the district. I have asked that you make the final decision about whom they should see and arrange their schedule because knowing the types of topics we would like to discuss, you are more able to make the final decisions about whom we should see and who would be willing and able to take time from their undoubtedly busy schedules to talk with us.

John and Sue will fly into Richmond from Boston on Sunday evening, November 5. .At this time I expect that they will stay at the Downtowner Hotel in Richmond.. (Reservations have not been made as I write this.) John or Sue will call you (perhaps before you receive this) to discuss the meetings your have arranged for them. If you have any questions, please call.

Sincerely,

Betty Proper

Elizabeth C. Proper
Director of Implementability Study

ECP/ac

APPENDIX C

Letter to Education Department Chairpersons

ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TWX: 710-3201382

13 December 1978

Dear Professor:

The U.S. Office of Education is considering the possibility of continuing research on the effects of alternative educational strategies via Project Follow Through. In part, this involves a renewed search for approaches to the education of low-income children in the early elementary grades. Abt Associates Inc. is working with the Office of Education to find parties interested in sponsoring a Follow Through model if funds are made available. This letter is being sent to a selected list of professors and chairpersons at four-year institutions of higher education throughout the United States. Please pass it on to interested persons in your department or in other departments in your institution.

The origins of Follow Through can be traced to an early evaluation of Head Start which asserted that Head Start increased children's school readiness. On the basis of that study, the Johnson administration proposed a Follow Through program which would continue service to disadvantaged children through the third grade. Funding difficulties forced a change in the emphasis of Follow Through from a full-scale service program to a research program in which a number of different educational specialists (sponsors) each implemented an educational model in several school districts (sites). Current models include: highly structured models emphasizing academic skill in reading and arithmetic; models stressing cognitive thinking through asking and answering questions, problem solving, and creative writing; models emphasizing social-emotional development and encouraging exploration and discovery in academic areas; and models focusing on preparing parents to improve the education and development of their children. The nineteen institutions which currently serve as model sponsors range from universities and regional laboratories to private businesses.

Some general criteria must be met in order for a person or group to be considered a candidate for participation as a Follow Through sponsor. These include:

- an operational model with a focus on the education of children preferably in at least one of the grades from kindergarten through third grade;
- some experience in implementing the model;

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- a willingness to modify the model so that it conforms to Follow Through regulations (currently being rewritten);

- a willingness to implement the model in new sites; and

- an ability to specify clearly the model goals and objectives.

Potential sponsors must be fully committed to the overall goal of Follow Through research--the acquisition of information about the effects and costs of alternative educational approaches. Despite favorable prospects, a new approach may turn out to be less effective in some important ways than the program it replaced. Participants in the research, as indeed in any work to change educational strategies, must be prepared to accept such a result. If positive results could be assured in advance there would be no need for the research.

In order to make a preliminary assessment of the readiness of potential models for participation in Follow Through we would like those interested to send us documentation on their programs. Examples of the materials which would be helpful to us are as follows:

- Model objectives stated in terms of child outcomes and any other anticipated outcomes.

- Means for attaining the objectives. Describe the rationale and operation of the model. How are teacher, parent and child behaviors altered? What goes on in the classroom or the home to bring about the intended outcomes? Topics might include the nature of teacher/child interactions, classroom management techniques, instructional materials, desired parental involvement, the role of educational specialists, the allocation of school time to model objectives, special requirements on educational administrators, and any fairly common educational practices that would be forbidden in the model classrooms.

- Problems in measuring the objectives of the model. Are the objectives measurable with standardized achievement tests? If not, what instrumentation is available to assess the efficacy of the model at meeting its objectives?

- Resources and facilities required to operate the model, including teachers, other adult personnel, instructional materials and equipment, training requirements, and facilities.

- Model status. Present a realistic appraisal of the development of the model as of January, 1979, plus any planned changes. Include a brief history of the model.

- Preliminary evidence of model effectiveness.

The more information we have about the program the better we will be able to make a fair assessment of the potential it has for participation in Follow Through. However, persons interested in responding should not feel obligated to address all of the issues identified above at this time. Those who are interested in the possibility of becoming a Follow Through sponsor should send relevant materials they have readily available and a letter indicating their potential interest by January 15, 1979 to:

Ms. Tara Feraco
Research Assistant
Abt Associates Inc.
55 Wheeler Street
Cambridge, MA 02138

We expect to be conducting in-person interviews with approximately 25 potential sponsors during March and April, 1979. Those interviews will focus on learning in detail about the potential sponsor's model, and assessing the readiness of the model to participate in Follow Through.

Please pass this notice to persons in your department or in other departments who might be interested. Thank you for your assistance.

Sincerely,

Elizabeth C. Proper
Study Director

Robert G. St.Pierre
Project Director

ECP:ydm

APPENDIX D

List of Persons Contacted for New Model Search

In-Person Contact

Stanley Kruger and Yvonne Hicks
Parent, Early Childhood Education and Special Programs
USOE, FOB 6, Room 2083
(202) 245-8118

Helen MacArthur
Division of Education for the Disadvantaged
BESE/USOE, FOB 3, Room 3659
(202) 245-9594

Fritz Edelstein
Office of the Commissioner
USOE, FOB 6, Room 4169
(202) 245-9248

Gary McDaniels and Mary Kennedy
Bureau of Education for the Handicapped
Donohoe Building, Room 3115
(202) 472-1653

Judy Baker
Bureau of Indian Education
USOE, FOB 6, Room 2153
(202) 245-8298

Maiso Bryant
Administration for Children, Youth and Families
Donohoe Building, Room 5720
(202) 755-7740

Ricardo Martinez
National Institute of Education
Reading and Language Studies, Room 818F
(202) 254-5766

Susan Chipman
National Institute of Education
Learning and Development, Room 820B
(202) 254-6572

Jeffery Schiller
National Institute of Education
Testing, Assessment and Evaluation, 822E
(202) 254-6271

Lois-ellin Datta
National Institute of Education
Teaching and Learning, Room 819E
(202) 254-5244

Virginia Koehler
National Institute of Education
Teaching and Learning, Room 815B
(202) 254-5407

Telephone Contact

Monte Penny
National Institute of Education
(202) 254-5766

George Rhodes
ESAA
(202) 245-8094

Iris Rotberg
National Institute of Education
(202) 254-7127

David Shoemaker
OED
(202) 245-2372

Janice Anderson
OED
(202) 245-7875

Marjorie Martus
Ford Foundation
(212) 573-4992

Ed Esty
National Institute of Education
(202) 254-6572

Ken Hoyt
USOE, Career Education
(202) 245-2284

APPENDIX E

Letter to Recommended Programs

ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TWX: 710-3201382

December 15, 1978

Dear

The U.S. Office of Education is considering the possibility of continuing research on the effects of alternative educational strategies via Project Follow Through. In part, this involves a renewed search for approaches to the education of low-income children in the early elementary grades. Abt Associates Inc. is working with the Office of Education to find parties interested in sponsoring a Follow Through model if funds are made available. We realize that your program has been developed for a different purpose, but we thought that you or a member of your staff might be interested in broadening its purpose and working with it in the Follow Through applied research setting.

The origins of Follow Through can be traced to an early evaluation of Head Start which asserted that Head Start increased children's school readiness. On the basis of that study, the Johnson administration proposed a Follow Through program which would continue service to disadvantaged children through the third grade. Funding difficulties forced a change in the emphasis of Follow Through from a full-scale service program to a research program in which a number of different educational specialists (sponsors) each implemented an educational model in several school districts (sites). Current models include: highly structured models emphasizing academic skill in reading and arithmetic; models stressing cognitive thinking through asking and answering questions, problem solving, and creative writing; models emphasizing social-emotional development and encouraging exploration and discovery in academic areas; and models focusing on preparing parents to improve the education and development of their children. The nineteen institutions which currently serve as model sponsors range from universities and regional laboratories to private businesses.

Some general criteria must be met in order for a person or group to be considered a candidate for participation as a Follow Through sponsor. These include:

- an operational model with a focus on the education of children preferably in at least one of the grades from kindergarten through third grade;

- some experience in implementing the model;

AN EQUAL OPPORTUNITY EMPLOYER

- a willingness to modify the model so that it conforms to Follow Through regulations (currently being rewritten);

- a willingness to implement the model in new sites; and

- an ability to specify clearly the model goals and objectives.

Potential sponsors must be fully committed to the overall goal of Follow Through research--the acquisition of information about the effects and costs of alternative educational approaches. Despite favorable prospects, a new approach may turn out to be less effective in some important ways than the program it replaced. Participants in the research, as indeed in any work to change educational strategies, must be prepared to accept such a result. If positive results could be assured in advance there would be no need for the research.

In order to make a preliminary assessment of the readiness of potential models for participation in Follow Through we would like those interested to send us documentation on their programs. Examples of the materials which would be helpful to us are as follows:

- Model objectives stated in terms of child outcomes and any other anticipated outcomes.

- Means for attaining the objectives. Describe the rationale and operation of the model. How are teacher, parent and child behaviors altered? What goes on in the classroom or the home to bring about the intended outcomes? Topics might include the nature of teacher/child interactions, classroom management techniques, instructional materials, desired parental involvement, the role of educational specialists, the allocation of school time to model objectives, special requirements on educational administrators, and any fairly common educational practices that would be forbidden in the model classrooms.

- Problems in measuring the objectives of the model. Are the objectives measurable with standardized achievement tests? If not, what instrumentation is available to assess the efficacy of the model at meeting its objectives?

- Resources and facilities required to operate the model, including teachers, other adult personnel, instructional materials and equipment, training requirements, and facilities.

- Model status. Present a realistic appraisal of the development of the model as of January, 1979, plus any planned changes. Include a brief history of the model.

- Preliminary evidence of model effectiveness.

The more information we have about the program the better we will be able to make a fair assessment of the potential it has for participation in Follow Through. However, persons interested in responding should not feel obligated to address all of the issues identified above at this time. Those who are interested in the possibility of becoming a Follow Through sponsor should send relevant materials they have readily available and a letter indicating their potential interest by January 15, 1979 to:

Ms. Tara Feraco
Research Assistant
Abt Associates Inc.
55 Wheeler Street
Cambridge, MA 02138

We expect to be conducting in-person interviews with approximately 25 potential sponsors during March and April, 1979. Those interviews will focus on learning in detail about the potential sponsor's model, and assessing the readiness of the model to participate in Follow Through.

Sincerely,

Elizabeth C Proper

Elizabeth C. Proper
Study Director

Robert G. St. Pierre

Robert G. St.Pierre
Project Director

ECP:sm

APPENDIX I

Letter to Applicants Not In Intensive Study

ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TWX: 710-3201382

April 5, 1979

Dear

Our letter requesting program documentation from persons interested in becoming Follow Through sponsors elicited responses from approximately 50 groups. Based on the information sent to us, we prepared and shared with the U.S. Office of Education (USOE) brief descriptions of each program.

As indicated in our letter of December 13, 1978, we anticipated working with upwards of 25 different programs in order to prepare detailed analyses of their readiness for implementation in Follow Through. Given the type and quantity of responses we received and the resources available through our contract with USOE, these more intensive analyses will be conducted with school-based, home-based and special population programs which have the following characteristics:

- School-Based Programs which are designed to involve children on a daily basis throughout the regular school year from kindergarten through third grade; and have been implemented as part of the regular classroom activities at all four grade levels (K-3); and involve, at a minimum, the reading, math and language arts components of the classroom curriculum.
- Home-Based Programs which are designed to involve parents in the education of their children throughout the regular school year from kindergarten through third grade; and have had implementation experience in at least one of these grades; and focus primarily on parents as educators.
- Special Population Programs which have been designed to involve children on a daily basis throughout the regular school year from kindergarten through third grade; and have been implemented in at least one of these grades; and involve, at a minimum, the reading, math, and language arts components of the classroom curriculum; and have been developed with a special population (e.g., handicapped, bilingual) as their primary focus.

It is our understanding that your program does not meet these criteria and, therefore, it will not be included in our detailed analyses. We appreciate your interest in Follow Through and the fact that you took the time to respond to our request. At this time, the future directions of Follow Through are still in the planning stages. As these directions become specified, they will be announced in the Federal Register. If your interest in Follow Through continues, we suggest that you keep in touch with future Follow Through program plans and activities.

Again, thank you for your interest.

Sincerely,

Elizabeth C. Proper
Study Director

Robert G. St.Pierre
Project Director

ECP/RGSP:sm